

Break

Now is the time to save our centres

The Rampton Report, summarized in pre-publication form elsewhere in these pages, is the latest of many to point out how much rosier life would be for all under-fives and their families if the services could get together more often, and more effectively.

There is also this week, (page 18) a Letter from the Chief Education Officer for Salford, Mr John Barnes, and his colleague the Director of Social Services, Mr V. J. P. Scarri, who have got together because they both feel it essential to counterbalance the negative impression of combined nursery centres generated by the recent National Children's Bureau report.

They are by no means the only people to be alarmed by the depressing nature of this report, which tended to highlight only the difficulties and barriers to cooperation between the care and education services.

Now a group of nursery centre heads, led by John Oates of the Open University, are preparing a powerful riposte to the NCB report, which they hope will educate both public and policy-makers in local and central government as to the real performance and potential of such combined centres.

Oates is a psychology lecturer in the department of education studies at the Open University, where an extremely successful combined day nursery and nursery school is run. It takes 40 0-5s for the whole day, 49 weeks of the year, the children of OU secretaries and lecturers. It is run by a mixture of two MSE teachers on 90% work experience, it is financed by a mixture of fees, fund-raising and grants, and Oates thinks that the fact that it is run by an independent charitable organization, though on DES guidelines, may have helped to banish the familiar friction between the professions.

With this example before him, Oates too was galvanized into action by the NCB publication. He wrote off to the 300 or so centres now on the lists of the National Association for Nursery Centres (numbers are clearly growing in spite of everything) and suggested a meeting at the OU to discuss a response.

A lively meeting duly took place on May 8; the morning devoted to a detailed inquiry on the report itself, which brought out everyone's unhappiness about aspects of the research and its methodology; the afternoon to the advantages and benefits for families left out of the report, as well as the sense of excitement and commitment bubbling over from staff.

As a result of this they are now working on pamphlets which will set out the benefits more formally and, as a more long-term project, a manual based on experience of the sort of things that work. There will also be an article in *The TES*, of course.

There is another reason for the flurry of activity to counteract the effect of the NCB report on the a.s. who may know now to nothing about such centres apart from what they have read in the report. There is fears that the DHSS may already be preparing a circular, proposing a break on any further development.

Soviet break

With the purge of dissidents currently being carried out within the National Union of Teachers, it is ironic to note that Mr Fred Jarvis, the general secretary of the union, spent the Bank holiday weekend in Moscow.

In the past, a visit by a top trade union official to the Soviet Union might have raised enough eyebrows to prompt a "reds under beds" scare. However, in the strange world of NUT politics today, the leadership of the union takes on a more delicate role. The union's annual conference put it: Conservatives, right-wing Labour and



"You are Machiavellian, insidious, fortuitous, devious, satirical, treacherous, ruthless, inhuman - in fact just the man we need to compile our crosswords"

Pop-up crosswords

This week we introduce, on this very page, the first puzzle from the new *TES* crossword compiler, Rufus.

This pseudonym barely conceals the name of Roger F. Squires who, at 49, has already made it to the Guinness Book of Records as the World's Most Prolific Crossword Compiler. Since his first puzzle appeared in the *Radio Times* in 1964, he has published over 17,000, at the rate of 38 a week, in various parts of the English-speaking world. He also holds the record for the longest crossword, he says (were there many rivals?), and for the crossword with the longest word ever used in a published crossword. He turns out puzzles in the form of jigsaws, Easter eggs, and Christmas trees.

He produces these crosswords, as if from a pop-up toaster, in the glass-walled study at his home overlooking the Ironbridge Gorge in Shropshire. He always has Beethoven, Tchaikovsky or Radio 4 on at full-blast while he works. There are other distractions, too, since he runs a one-parent family of two teen-age boys.

It is apparently rare for Roger Squires to touch anything without creating a record. After leaving Wolverhampton Grammar School at 15 to join the Royal Navy, he became the youngest ever petty officer. Then he flew as a lieutenant in the Fleet Air Arm and was, it goes without saying, in the first aircraft to land in the Suez engagement in 1956.

While he was on the Ark Royal he ran the shipboard television, so when he left the navy it was but a short step to becoming a comedy-magician and entertainments manager at Butlins, by way of humbug, goat-herd, and poodle-farm manager. The comedy-magician act got him into *Crackjack* and the Rolf Harris show on land-bound television, and he also appeared in *Crossroads* for a while on the way to full-time crosswords, as well as leading

right-wing Communists to get its views carried and the Left defeated.

In fact, Mr Jarvis was on a week-long, TUC-sponsored tour of the Soviet Union to study education and training in Russia. He was due to visit Moscow and Leningrad. But, of course, nothing to commemorate Trotsky was on the agenda for the trip. Officially, he did not exist over there.

Be kind to your examiner

The primary function of the application form is rather like the line at the end of a competition: "I like this more than 12 words". It gives the adjudicators a laugh, and allows them to check that the applicants can write in joined-up writing.

Not, as you might think, instructions from a folksy careers officer, but an extract from a booklet telling you how to get into Oxford University. It is a prospectus written by and for students, but the latest edition should be greeted with signs of relief by dons too.

"Don't simply regurgitate A-level facts in the dreaded entrance exam," says the booklet. "Oxford examiners have potentially the most boring job in the world: you must do all you can to make life interesting for them, if only as an act of compassion."

On a more serious note, the *Oxford University Students' Prospectus 1982* is stuffed full of useful facts about courses and colleges and gives a good analysis of the admissions system. Available from the Oxford University Student Union, New Barnett House, Little



Roger Squires - record breaker.

for Wolverhampton in TV crossword and I.Q. teams.

Now that Roger Squires is the most prolific crossword compiler in the world, it doesn't mean that he has given up everything else. He is so well organized that he can always get far enough ahead on the 38 crosswords a week to take six weeks holiday, a fortnight off as a television extra, and a week to be a magician. If he gets stuck on a tricky clue, he loosens up with a game of squash (which he plays to county standards, of course).

If any further proof is needed that Roger Squires is a crossword king, it is that he has been in the Guinness Book of Records twice. Squires has also qualified for Mensa, the Magic Circle and the Goldfish Club (for survivors of aircraft ditchings). From now on *The TES* crossword will be compiled by a record-breaking survivor. It must be in safe hands.

It should be added that he also survived the arduous selection process which *THE TES* embarked on, advised by no less an authority than *The Times* crossword editor, to find a new compiler. So demanding was this that Squires was reminded of his favourite cartoon, by Mahood, reproduced above by kind permission of *Punch*.

Clarendon Street, Oxford OX1 2HU, price £1.25 plus 25p for post and packaging.

Rent-a-shirt

There was this teacher in a unit for tough, disruptive children who, having won the confidence of his obstreperous charges, decided to take one of them to talk to a group of adults on his view of the world.

The youth turned up dressed in a tee-shirt with an offensive racist slogan emblazoned across the front.

The teacher pondered on how best to tell him to wear something else. Eventually he plucked up courage, fearing to damage the relationship, "I don't take you out in that. It'll offend some of these people," he said eventually. "Oh, all right, I'll go and put my Anti-Nazi League one on instead," replied the youth.

Aristides

Next week

Eric Midwinter looks at educational opportunities for older people. Linda Hall on the watering down of children's literature. Children's books: Joan Aiken, Margaret Laski, Edward Blishen, Kevin Crossley-Holland, Naomi Lewis, Neil Philip and many others on new children's books, and books about children's books. Peter Arkroyd reviews Claud Cockburn's latest autobiography.

Special review of technical books. Taking another course in sewing? A list of places to have a break and jobs?

Personal column

Ted Wragg Resort of the desperate

Some of my best friends are heads. "Ah yes," I hear you ask, "but would you let your daughter marry one?"

"Not after 1986," one is tempted to reply, for that is going to be a crucial year for senior people in schools. It marks the point when the population of secondary schools begins to decline sharply and that of primary schools to go in exactly the opposite direction.

Thus the heads of primary schools, as in the late 1960s, will find themselves managing expansion and all that entails: temporary classrooms, using the entrance hall for teaching, no room for the rising fives, several probationers. Their colleagues in secondary schools, however, will be managing the worst period of contraction in recent memory: empty classrooms, school closures and mergers, non-viable sixth forms, few new teachers, low morale among teachers denied promotion opportunities. Either way it will be tough at the top.

Which is all a roundabout way of saying that I was delighted to be invited to talk at the National Association of Head Teachers' conference this year, especially as it takes place in that Mecca of my childhood dreams, Blackpool.

Would the resort be awash, one wondered, with ecstatic heads relieved to be away from the ranch, crashing dodgem cars into each other and hurling the last few coppers from their capitation allowance into the one-armed bandit?

The trouble with conferences in large hotels is that it is often difficult to spot who is a conference member. I remember talking at the Council of Local Education Authorities conference in Solihull, sitting in a vast hotel and wondering who were the chief education officers, who the chairmen of education committees and who the tired businessmen.

In the end it was easy. The businessmen had the harassed look of someone who thinks he is about to go bankrupt, the chief education officers the manic glint of one who knows he is bankrupt and no longer cares, and the education committee chairmen shot furtive, darting glances around the room, never turning their backs. Perhaps identifying the heads at Blackpool pleasure beach will be equally simple. They will be the ones picking up litter, or maybe people with briefcases outside Cypriot Rose Lee's tent, curious to know if their school is going to be closed.

Given that many schools will have

virtually the same group of teachers some years to come, the head's leadership must be for a mature, not a novice staff. Michael Young's study of factors affecting achievement suggested that in schools where things were going well, a higher percentage of staff felt the decision making.

Frank Musgrove, on the other hand, writing on patterns of leadership, thought the successful head should be aloof, resigned to being hated, and positively seeking to run a happy ship. He is utterly wrong.

The first time I was put jokingly called "in charge" of a human beings, as if they would amok down the street in one's name. I tried to reflect on leadership. There were so many choices.

When my eldest daughter was born and turned out to be a perfect daughter, the awful thought dawned that I was only on this globe to pass on my genes. Indeed that is one of the reasons of leadership: to facilitate the actions of others while not introducing anything of oneself.

Another style was embodied by my boss I once worked for who had a list of between seven and eight reasons why it would not work, who you might call the Killjoy style, a productive as inviting Willie Hanlon to be best man at the Royal Wedding. This meant there were always five sources of satisfaction available to him. Firstly, we had had a good idea, which was quite a rare experience in itself; secondly we were able to grumble and plot in the staff room and swap tales about the latest cold douche; but thirdly we did not have to implement it, the ultimate ecstasy, inertia with a righting of course.

My favourite leadership style was to be on the increase in all those schools where many of our most able men and women heads, teachers and several other key people in school, have managed to gain a degree of commitment, professionalism and enjoyment that should be the envy of other professions. It is the traditional way Viennese conductors have of standing before their orchestra, violin in hand, joining in the playing and occasionally waving their bow in time to the music. I suppose a tuba player ever become leader might be called the double horn player.

Stuff Musgrove's aloof, withdrawn style, which is a relic of a study-bound prisoner sent to a particular area of in-service training, where he where their needs are best served.

Gloom for nurseries

by Hilary White

Recently future for nursery education forecast by Mr Neil Macfarlane, Secretary of State at the Department of Education when he visited fellow European education ministers in Portugal this week. It would be unrealistic in these times of budget cuts to expect to be able to increase nursery education provision substantially, he said.

Mr Macfarlane painted a positive picture of nursery provision in Britain when he said that 5,000 more children were in nursery classes in England than in 1979, and that nursery provision was an excellent adult to pupil ratio of about one to 15.

However, that Britain had an excellent school starting age (than most countries in the world) and that the majority of four-year-olds were in nursery education. But the overall message was depressing. In the European education ministers' meeting in Versailles, had the need to develop pre-school education for most of the world. Mr Macfarlane said that the Government's policy was to encourage local education authorities to develop nursery education as a means of providing a better start for children.

He would have wished

Secondments flourish in Leeds

by Bert Lodge

More than 270 Leeds teachers have this year been granted secondments for in-service training of either one, two or three terms. The number amounts to 148 full-time one-year equivalents. A spokesman for the DES said this was remarkable at a time when authorities mostly spoke of full-time secondments in the tens and not hundreds.

The average for the country is about 10 from each authority though some are known to have seconded as few as 10 this year. The figure in Leeds rose from 50 in 1978-79 and 134 last year.

Mr Stuart Johnson, director of education, said: "We believe in it. We made a deliberate choice in the early 1970s when we had a very good director of in-service training, Miss Brenda Howe, who motivated both heads and staff."

"We have staff tutors in our schools. So many changes are taking place that staff need help. There is the growing need for redeployment staff. In former days our secondments were mostly for higher degree for the personal advancement of the individual. But now they are really related to the needs of the school."

Three-quarters of the cost of the Leeds programme is recoverable from the advanced further education pool but this still leaves the education authority about £200,000 a year to find. Mr Johnson said that some councilors thought it was too much to be spending on in-service training in a time of stringent economies.

Some authorities may have increased secondments this year as a way of "banking" teachers as schools contracted. But Mr Johnson said the Leeds initiative contained no element of staff manipulation. There had also been an increase in school-based courses, he added.

"There is no direction of staff to a particular area of in-service training, they go where their needs are best served."

Mac knifes Hal and Rita in teachers' favourite play poll

What is the difference between Henry the Fourth Part One and Henry the Fourth Part Two?

Several hundred schoolchildren and their teachers evidently think the Bard lost his powers somewhere in the interval. For a survey of London schools shows that 600 pupils will study the first part for GCE examinations next year, while only five will find out whether Prince Hal makes it to the throne.

And why does Macbeth remain so popular? Mr Geoffrey Hodson, ILEA inspector of drama says: "It is a very good story with blood and guts and clear identifiable characters. It is also Shakespeare's shortest play, which I suppose is an attraction."

The survey by the ILEA drama inspectors gives a fair insight into which plays teachers are encouraging their pupils to study for examinations.



Swan's way - these South Tottenham children covered offensive National Front graffiti with a 110ft mural.

Retire at 50 scheme aims to prevent forced redundancies

Teacher unions have drawn up a scheme for early retirement at 50 with guaranteed pension rights. This, they say, will avoid compulsory redundan-

cies and increase employment and promotion prospects. The plan will be lodged with employers next week. Richard Garner reports.

Generous pension guarantees in unions' plan

An early retirement plan, which would let teachers go at fifty yet receive an extra ten years' pension rights, is being sought by union leaders.

The plan, which would be purely voluntary, is designed to stave off the threat of compulsory redundancies as local authorities strive to meet the government's target of axing 40,000 more teaching posts by 1994.

In addition, teachers' leaders believe it will bring brighter employment prospects for new recruits and increased promotion opportunities. They plan to table their claim at next Thursday's meeting of the Council of Local Education Authorities' school teachers' committee - the body responsible for discussing conditions of service. Local authorities are expected to show interest, but want time to consider and cost it.

Teachers believe a national agreement is essential because of wide

variations between existing schemes. Some local authorities have no scheme for premature retirement while others - notably Cheshire, Staffordshire and Devon - allow "adding on" to the number of years teachers have served to prevent them from losing out on pension rights. Devon, also, allows teachers to volunteer for early retirement at 50.

Mr Doug McAvoy, deputy general secretary of the National Union of Teachers and secretary of the teachers' panel on CLEA, said: "In a number of areas where they have schemes, the scheme is very limited. It is very much at the initiative of the local authority."

He added: "There ought to be more opportunity for individual teachers to take the initiative and volunteer. It will help younger teachers seeking a job, and also increase promotion opportunities which have become stagnant."

The plan to protect pension rights

will work like this: an extra ten years will be added on unless this takes teachers past 40 years service or past the age of 65. Teachers with less than 10 years experience will have their length of service doubled.

If they retire before they reach 55, however, their pensions will not be index-linked until then.

If more volunteers come forward than can be accepted, the oldest will go first. All teachers' organizations represented on CLEA are united in pursuing the scheme. At its conference last week, the National Association of Head Teachers unanimously passed a motion voicing "disquiet" over present arrangements.

In addition proposed Government legislation, which will improve redundancy entitlements for teachers and other local government employees, is likely, to be presented soon.

This week

Labour to close gifted unit 6

Is super-louse returning? 8

Judge gives split ruling on home tuition 9

Mr Carlisle goes on offensive 11

Students told to claim rent rebates 12

U.S. teachers worry over Klan's push for teenagers 14

Educating the elderly 19

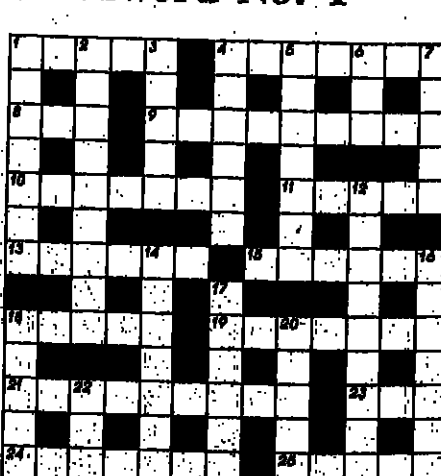
Marghanita Laski on Little Black Sambo 25

Ted Hughes: a new poem 76

Extra Children's books 35-42

Comment 2
Platform 4
School to work 13
Overseas 14,15
Letters 16,17
Talkback 18
Features 19,21
Review 22
Arts 23
Literary competition 24
Books 25,27
Resources 28
Media 29
Technical books 30,39
Aristides, Personal Column, Crossword 76
Classified 32

Crossword No. 1



Across

- Dragged to the altar? (5)
- Great up, perhaps, with a wave? (7)
- Calphurnius justice (3)
- Reminiscent of changes in the East (9)
- Put out of mind? (7)
- Replacing the last of footloose (6)
- Every man has his price (5)
- Get involved with intermediary (7)
- Somebody from the South (5)
- Monarch's powerful blend of tea (9)
- It is charged for a portion without wiles (5)
- They're played, so bringing back the devil (7)
- Subject of article by me (5)

Down

- Taking another course in sewing? (7)
- A list of places to have a break and jobs (9)
- Hide article in play (7)

Relative to Puzzle No. 127



Mr Carlisle used last week's conference of the head teachers at Blackpool to mount a spirited defence of his stewardship. His choice of audience was shrewd. The head teachers are a polite lot. Some of rhetorical questions would have brought more robust responses from the back of the hall at less well-ordered gatherings.

The counter-attack was not before time. There is a great deal of well-merited concern about the effect of the cuts which have been made. There is also (as always) a good deal of exaggerated gloom. The education lobby is always ready to sell education short, and never more so than now when the schools are being asked to scale down their demand on resources in line with falling pupil rolls.

The case marshalled by Mr Carlisle came in two parts. The first consisted of a brief catalogue of good things which he and his Cabinet colleagues had done for education within the astronomical £11 billion a year which is currently provided. These included Clegg - teachers' salaries up 58 per cent in two years, including the four per cent error; the £9 million micro programme; the reconstitution of the Advisory Council on the Education and Training of Teachers; bumper crops of mathematicians and scientists entering teacher training; 5,600 more nursery places than a year ago.

The upshot of all this is to be seen in the statistics which nobody ever wants to read, which show that pupil-teacher ratios have gone on improving - at least to the time when the last figures were collected - and the unit costs of primary and secondary education, discounted for inflation, are higher today than they have ever been. (Mr Carlisle did not see fit to mention that the pupil-teacher ratio would not be as good as it is if the L.e.a.s had not insisted on employing 5,000 more teachers than Government plans allowed).

The second string to Mr Carlisle's bow was a bit



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A less than convincing attempt to make the best of a bad job

less convincing, but not without a certain primitive force. Going round the schools, "What do I hear?" asked Mr Carlisle, in one of his more audacious rhetorical questions. "Headmaster after headmaster referring to improving standards".

His trouble is that he listens to too many Speech Day speeches. Wherever he goes, people feel obliged to put on a good show - self-respect requires no less. Nobody should be surprised that ministers garner first-hand impressions in this way, but it is now, clearly, high time some serious-minded L.e.a. showed him the other side of the coin.

The HMI's survey, while far from presenting a picture of famine and disaster, showed that the inspectors, if not the secretary of state, had not too much difficulty in finding schools where standards of provision had fallen to the point that

the quality of schooling had deteriorated. Mr Carlisle cannot be taken seriously as an apologist for Government education policy if he prefers the evidence of his own sporadic and selective fact-finding to the surveys conducted systematically by his own department's professional advisers.

At the centre of the argument is the widening disparity between one authority and another, one school and another, one class and one subject and others in similar schools elsewhere. The signs are quite unmistakable that some L.e.a.s, including many of those which have defied the Government and are now to be (quite logically) further penalized by the egregious Mr Heseltine, have protected the curriculum by saving teachers' jobs. Others, including some of those which have followed Government financial instructions to the letter, have been unable to protect the

THE TIMES EDUCATIONAL SUPPLEMENT

curriculum, in respect either of staffing or teaching materials, in all their schools. Mr Carlisle was optimistic that the cuts could be protected even if staffing was in direct proportion to pupil numbers. The Government's spending plans have now eliminated the hitherto provided for "the declining scale" - the extra teachers and materials for a given curriculum while pupils should not wish to dwell on this. There is little doubt that the DES fought hard to keep the falling rolls factor in earlier rounds. They did so because they believed it was the opposite of what Mr Carlisle has now obliged to tell the head teachers - that standards would fall unless this money was provided, and that the Government deserve the criticism which would follow.

Time will steadily accumulate the evidence that L.e.a.s will do their best to maintain numbers in secondary schools by closing and merging others, in the face of opposition from parents and teachers, and at the same time substituting the inefficiencies of replacement for those of unbalanced schools.

Mr Carlisle is right to fight his corner as well as behind closed Cabinet doors, but to discount the more strident cries of "fish" is right to emphasize the large number which education already employs. But absolutely nothing to be complacent about has no grounds to justify Conservative claims to be the guardians of standards and quality. It is hardly surprising if people suppose the Government's less than generous attitude to its services extends also to public education.

What Mr Carlisle is doing - and doing well - is trying to make the best of a bad job. But the job it remains. And unfortunately, it is worse rather than better as the economic situation deteriorates.

radical era as to do anything else. They certainly done this even if they had not ignominiously to cancel the signal along the wards.

Who are to be the scapegoats?

As the local authorities shape up for yet another round of budget cuts (page 3) attention focuses on how far education is made to bear the consequences of "overspending" education in the local government system.

It seems quite clear that present plans for education are not far off the required target. The danger is that the schools and colleges will be the biggest, and therefore the most exposed, budget item.

There is still some room for argument between now and the time when Mr Heseltine decides exactly how much grant to withhold. The schools with his crude demand for a cut related to authority's 1978-79 spending, is that it is completely against the attempt to relate spending to a rationally determined "standard" provision, as set out in the estimates of Related Expenditure (GREs).

Mr Heseltine's hints to the county council on Tuesday suggest that he is looking for a deal, dealing gently with those authorities, counties which, though falling to meet the 5.6 per cent cut, are close to their GRE. On the other hand, the counties should do fairly well in the Sheffield and Manchester of this world.

What none can tell at this stage is how far the new Labour-controlled authorities will be prepared to throw Mr Heseltine's challenge even further out of line by increasing their reducing their spending. The Government has much less keen on a confrontation with the Labour group on the Greater London Council split and the proposal was defeated.

The ILEA received the same legal advice as the GLC. Mr Bryn Davies and his colleagues would have been happy to go ahead but they recognized that it was impossible to do so in practice when the GLC had caved in.

The incident will leave a nasty flavour behind it. It has already provided Mr Carlisle with a splendid excuse to let off some pent-up righteous indignation. (The effect was somewhat spoiled by the fact that a few hours before he branded the ILEA's proposed action "the most disturbing thing in education" I have read in the whole of these last two years, the authority had changed its mind.) Certainly, Inner London has enough trouble on its hands without the teachers becoming directly embroiled in politics - even the politics of unemployment.

Presumably the new regime in ILEA was as much concerned to equal the start of a new

THE TIMES EDUCATIONAL SUPPLEMENT 5.6.81

L.e.a.s must shape future of YOP, says report

by Mark Jackson

Local education authorities are told in a report this week that they must shoulder more responsibility for the shape and quality of the Youth Opportunities Programme. The report, prepared jointly by the Manpower Services Commission and the Association of Metropolitan Authorities, sets out

for the first time the role of education departments.

Its publication on Monday set off a public squabble between the AMA and the Association of County Councils, which had taken no part in the preparation of the report. The AMA's chairman, Mr Jack Smart, said on Monday

that the ACC had been offered an opportunity to take part, but had turned it down and added: "I would have thought any local authority association would have been glad to be associated with it."

Mr Alastair Lawton, the chairman of the ACC's education committee,

then issued a statement headed "Accusations against the ACC" in which he denied that either he or the association had been invited to take part in the discussions, and called Mr Smart's remarks "unwarranted criticism".

Decision not to dismiss head defended

by David Lister

An education chairman this week defended an inquiry which decided not to dismiss a headmaster who on separate occasions locked children overnight in a bare, stone-walled room without windows or heating.

The school governors who conducted the inquiry have banned the use of the room overnight and forbidden consumption of alcohol while children are on the premises.

The two-day investigation followed allegations by two members of staff and six houseparents against Mr John Wilkes, head of Broughton Tower, a residential school for maladjusted children at Broughton-in-Furness, Cumbria.

Ms Josephine Farrington, chairman of Lancashire education committee which runs the school, said this week that she was satisfied that a proper and thorough investigation had been carried out. She said there would be a further report on the school later in the year, and it had been decided that no formal disciplinary action was necessary.

The head has been told however never to use the "cooling off" room overnight, and the consumption of alcohol has been banned on the premises.

The governors of the school accepted the allegations made by the principal houseparent, Miss Marjorie Davenport that a twelve-year-old girl and a nine-year-old boy were on separate occasions locked in the room overnight. A member of staff said that the girl later "looked like a zombie" and had urinated in the room.

Two teachers, Mrs Jacqueline Bates and Mrs Edna Belder, who gave statements to the governors expressing concern about the running of the school, have resigned since the decision not to take formal disciplinary action.

A spokesman for Lancashire education department said this week that a close watch would be kept on the school.

Colleges under threat in survival plan

Major surgery on five of the University of London colleges is recommended in a report which shows how the university can survive an expected 15 per cent drop in income.

Under the proposals, which were sent to college principals this week, a number of departments at Chelsea College could close. Bedford and Weymouth colleges would form a consortium, probably on Bedford's site, and natural sciences could be phased out of Royal Holloway College. Queen's College, which has a student site but is described in the report as a "ghost college", might move out to Royal Holloway's site or be incorporated into Imperial College.

The report, which was drawn up by a committee under the chairmanship of Dr Peter Swinerton-Dyer, vice-chancellor of Cambridge University, was planned well before the latest round of university cuts - was prepared and shows the scale of the changes the cuts will make necessary. It regards the closure of some departments in some schools as inevitable in the light of the Government cuts, the document says.

Pay salaries to would-be maths and science teachers

by Bob Doe

A plan to pay salaries to maths and science graduates entering teacher training has been jointly proposed by the Institute of Physics and the Royal Society as an answer to the lack of teachers of shortage subjects.

They should get the same as graduates going into industry, say the two bodies.

A report on the shortage of physics teachers was published this week by the physics committee set up jointly by the physicists' professional body and the society formed by Britain's most eminent scientists.

It criticizes the department of education for weak and inadequate statistics on the real shortages of maths and science teachers, wants teacher training to be made compulsory for all new teachers and suggests a special responsibility allowance for science teachers.

The report says there were only 300 vacancies for physics teachers at the last DES count, but there are probably 1,500 "hidden vacancies".

"These could be described as posts to which, under better conditions, a fully qualified physics teacher would have been appointed but which, under pressure of circumstances, are occupied by somebody else. Rather than be short staffed a head will have appointed a candidate with less desirable or even quite different qualifications and re-arranged the teaching programme accordingly."

"He may reserve his fully qualified

physics teachers for the upper forms or the more able pupils; pupils may be actively discouraged from choosing courses involving physics or perhaps not even allowed to do so; science teaching in the lower and middle school may be entrusted to biologists or to anyone who can be persuaded to try."

It estimates that 300 vacancies may be eliminated in the next few years by falling school rolls but these hidden vacancies would remain.

Poor pay was the first and most obvious deterrent, the report says. "This is likely to have been particularly important for physicists in recent years, since they have been able to command good starting salaries with good prospects in industry, especially in electronics-related fields."

The institute's 1980 survey of members' salaries found physicists in schools earned considerably less than those outside.

The median salary for the youngest age group (under 25) was £500 less in schools; about £2500 less for those in their forties; and about £4500 less for physicists in their fifties.

The report says teacher-training should be obligatory for all graduates and those following shortage subjects should be paid a sum "more nearly comparable with their salary in the first year of employment", in return for an undertaking by the student to teach for two years.

The plan from the Government's think-tank or Central Policy Review Staff, to pay all shortage teachers more would not be satisfactory, the physics committee believes. It would be resisted by other teachers and would be irreversible once started.

Science teachers could be paid a "special responsibility allowance" for the extra work involved in organizing and ensuring safety in the laboratory, the purchase and maintenance of equipment, and supervision of technical staff.

Science study: a small group of Fellows of the Royal Society is to investigate the science education of 11 to 18-year-olds as part of the society's concern with the protection and encouragement of science. The committee will be chaired by Sir Harry Pitt, the chairman of the society's education committee and is expected to report in 18 months time.

The study follows calls by the Government for new approaches to science education and the announcement by the Schools Council and Association for Science Education of a major curriculum development programme in science.

Shortage of Physics teachers obtainable from the Education Office, Institute of Physics, 47, Belgrave Square, London SW1X 8BQ, price 25 pence including postage.

Union takes legal action over redundancies

The National Union of Teachers took legal action this week over redundancy notices issued to more than 100 part-time teachers in Gloucestershire.

The county council is axing the jobs because, it says, it cannot afford to meet the cost of the teachers' 7.5 per cent pay settlement - having only budgeted for 6 per cent in line with the Government's cash limits for wage increases.

However, on Tuesday, the NUT took proceedings through the local industrial tribunal offices claiming that the authority had failed in its legal duty to consult the unions first. The council denies this.

The education department is hopeful it can make the savings without actually sacking anyone but said the notices had to go out to comply with the law.

Local authorities' duty to all 16-19 year olds

Local education authorities should have a duty to provide education for all 16 to 19 year olds who want it and can benefit from it, the group of officials studying the law on further education has concluded.

But teenagers should not have the right to insist on whether they should have a place in a school or a college. They would, however, be given more choice by the introduction of "free choice" arrangements between authorities.

These are the main conclusions in the final report from the joint central and local government group, known as FELB (Further Education Legal Basis). The officials have attempted to redefine and update councils' duties in further education and have, in effect, recommended the same kind of general duty as already exists for schools. This means that an authority would be breaking the law if it turned 16 to 19 year olds away from college and failed to make alternative arrangements for them - either within its own area or in neighbouring authorities. And the report recommends that, in general, the port recommendations are determined not to add to their responsibilities.

The report, which has yet to be approved by minister and councillors, skirts neatly round some of the knottier issues. A council's duty to provide a youth service is not discussed because, it says, it is under no obligation to decide whether authorities should have a duty or a power to provide adult education.

But it says there should be a redefinition of further education so that it would include adult and continuing education. And if ministers and officials do decide to place a duty on officials to provide education beyond 16 then, say the officials, it should cover all of further education, regardless of its content and the aim or age of the student.

DES officials and adult education groups consider that councils already have a duty to provide adult education under the 1944 Act. Mass resignations from the Government-funded Advisory Council for Adult and Continuing Education have, already, been threatened if the existing law is watered down. But the local authorities port recommendations are determined not to add to their responsibilities.

Defiance in face of grants threat

Local education authorities were defiant this week in the face of a threat from Mr Michael Heseltine, Environment Secretary, to withhold up to £450m of grants from councils who fail to bring their budgets in line with Government targets.

"I can tell you expenditure already planned on the education service will not be halted", said Mr Fred Riddell, Labour chairman of the newly elected Nottinghamshire education committee.

Authorities have eight weeks in which to submit revised budgets to Mr Heseltine. They were set a target for this year of a 5.6 per cent cut on their spending in 1978-79. At present, their budgets are running £800m - 5.3 per cent above that.

However, latest figures reveal that on education, authorities are hardly planning to overspend at all. If a planned overshoot of about £100m on school meals is discounted, L.e.a.s aim to spend only about 1 per cent more this year than in 1978-79. Even including school meals, they are only 2½ per cent over target.

This means that education, the biggest local government service, has been cut back while social services and transport have been expanding.

Unless councils comply with Mr Heseltine's demand for further pruning by the end of July, he will withhold grants with partial waivers for those who come near to the target. And, if they flout his instructions and levy large supplementary rates to pay for the extra spending, he threatened on Tuesday to bring in a law to limit their powers.

Especially angry at their treatment are the shire counties, only about half of whom are planning to meet the 5.6 per cent target but who feel they have already pruned as much as they can. "We'll try to be loyal to the Government but it's such a difficult task," said Mr John Horrell, vice-chairman of the Association of County Councils and chairman of Cambridgeshire's Education Committee. "We're being asked to cut a further £13.9m in Cambridgeshire when there is great concern about the level of the service already - as the local elections showed. The Government must choose a fairer assessment of overspending."

A Cambridgeshire official estimated this week that the cut demanded would mean dismissing 1,000 teachers.

A spokesman for the National Union of Teachers said Mr Heseltine "is now threatening the end of local government as we have known it".

He added: "It is too much to hope that ministers like Mr Mark Carlisle will stand up for their respective services and say that enough damage has been done and the time has come to start restoring the level of expenditure on these services - not inflict more wounds?"

Comment

Labour and the gifted

The Nottingham project to develop curriculum materials and teaching strategies for gifted and very able children in comprehensives (page 6) is, in many ways, a model of local, grass roots development in a field that is vital for healthy and successful comprehensive growth.

But the Conservative majority that launched it two years ago, at a time when they were cutting back on education spending, jeopardized its existence from the start. They chose the wrong grass roots, setting the unit in five schools in a relatively lush western suburban pasture, rather than in the scrublands of the inner city or the mining areas.

They also set it up on a very lavish scale. The annual running cost - more than £300,000 - would pay for five or six ordinary teachers' centres, or fund a massive Schools Council project. (The current Schools Council project on resources and teaching strategies for gifted children is working with 27 groups of teachers in 20 authorities on just £70,000 over three years.)

So it is no cause for shock that the new Labour majority have decided to axe the unit, and use the resources for different purposes. But it is a cause for regret that they are not looking for ways to build on the practical expertise the unit has developed very quickly, and extend it to more children and schools.

In its practice, if not necessarily in its origins, the Nottinghamshire unit has impeccable comprehensive intentions. It is designed to enable teachers to identify and meet the needs of specially quick or talented children in mixed ability settings.

It would be a great pity if catering for clever and talented children is to be branded as a peculiarly Tory policy. The kind of work the unit has been doing, and the natural in-service training of teachers that it entails, can bear fruit throughout the system. When teachers get better at identifying the abilities that show up talented children, they are encouraged to gear their teaching to developing those abilities in all children.

If Nottinghamshire Labour group was inclined to think again - it seems to have made up its mind before the curriculum development unit got going in practice - it has several possible strategies. One is immediately to redirect the work to more, and different, schools.

Second is to cut back on the project, rather

than axe it. They might concentrate on two or three curriculum areas - perhaps the shortage subjects of maths, science and design technology. A third would be to look for national funding, from government research funds or foundations, to help support work that could certainly be of national importance.

If they were to compromise, and do some or all of these things, they would be doing much more for the county's comprehensives in the long term than they would by breaking up the unit and spreading its staff between some of Nottinghamshire's 70 secondary schools.

Opportunity for all at 16-19

In the aftermath of the deeply disappointing New Training Initiative from the Manpower Services Commission, it is a pleasure to note signs of local authority initiatives with regard to the 16 to 19 age group, aimed at hastening the coming of a comprehensive traineeship scheme. One of these is a new publication, a document produced jointly by the Manpower Services Commission and the Association of Metropolitan Authorities under the title of *The Youth Opportunities Programme and the Local Education Authority*.

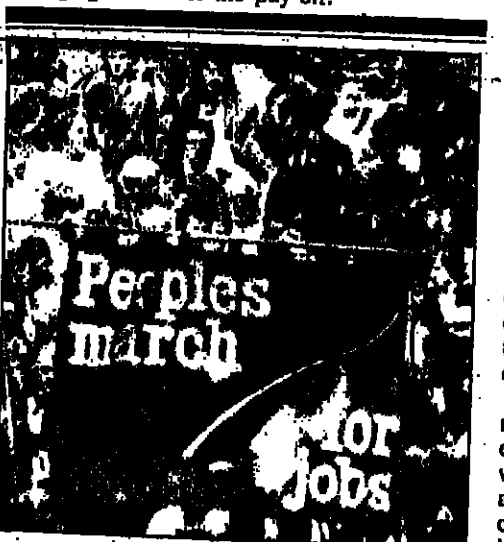
The booklet (page 13) sets out the courses and work experience schemes which comprise the Youth Opportunities Programme, and, drawing on a review of good practice by a joint MSC/AMA working party, concludes with a chapter on the role of the local authority in the programme. It is, perhaps, worth noting with regret that it should have taken so long since the inception of the programme to produce a document of this kind. The local authorities can take a leading role in promoting opportunities for unemployed young people through the schools, further education colleges, youth and careers services.

As an example of what can be done, last week the TES reported developments at Bradford where the L.e.a. is setting out to integrate education and training for the 16 to 19. The schools and FE colleges are to be propelled into an even closer relationship in order that between them they can jointly offer a complete service.

Another L.e.a. which has taken up the challenge is Coventry (page 5), where the director of education, Robert Aitken, sees a clear opportunity to reshape the education and training provision, now, without waiting for a major new MSC initiative. The Coventry proposals are notable for giving a central role to the secondary schools, envisaging a development of the concept of the community school and college which would maintain responsibility for the school leaving for a year or two beyond the leaving age, through an initial period of vocational preparation and work experience, if need be.

All this, of course, presupposes a confident

working relationship between education and industry and between the educational administrators and the teachers, on the one hand, and the industrial managers and trainers on the other. This is a relationship Coventry has been working to improve over the years and what is now emerging looks like the pay off.



Second thoughts for ILEA

So only about 100 teachers turned up in school time on Monday to join the rally for the People's March for Jobs (page 12). Earlier attempts by the new Labour leaders of the Greater London Council and the ILEA to give those members of their staff leave of absence with pay to attend, ended in some splendid confusion. When it became clear that no one could guarantee that members might not be surcharged for the cost of the action, the Labour group on the Greater London Council split and the proposal was defeated.

The ILEA received the same legal advice as the GLC. Mr Bryn Davies and his colleagues would have been happy to go ahead but they recognized that it was impossible to do so in practice when the GLC had caved in.

The incident will leave a nasty flavour behind it. It has already provided Mr Carlisle with a splendid excuse to let off some pent-up righteous indignation. (The effect was somewhat spoiled by the fact that a few hours before he branded the ILEA's proposed action "the most disturbing thing in education" I have read in the whole of these last two years, the authority had changed its mind.) Certainly, Inner London has enough trouble on its hands without the teachers becoming directly embroiled in politics - even the politics of unemployment.

Presumably the new regime in ILEA was as much concerned to equal the start of a new

No comment

"His performance is about average in the world. He is in the combined science and maths. He does not look too well for a level physics. He would not consider him a potential candidate. A level marks. He is not entirely at ease and he has a reputation for being a bit of a clown. He could benefit from a move to a public school reference for a sixth form applicant."

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Platform

It is high season for examinations again, and a common system at 16-plus looks as far away as ever. Sam Hughes says there is progress in at least one area

Sounding boards

In the state secondary schools of England, early summer has already brought its annual turmoil of public examinations.

The continued existence of two separate and independent systems of examining at 16-plus as represented in the CSE and GCE, the established presence of CEE and AO combined to reduce the major activity for several weeks to the organization, supervision and general administration of examinations. One relief that many teachers thought might have arrived by now was the much-discussed proposal of the seventies - a common examination at 16-plus for those categories of pupils for whom GCE O level and CSE had been separately designed. The eventual coalescence of the two systems still enjoys official blessing, and talks to that end still proceed, but nowhere does anything tangible appear.

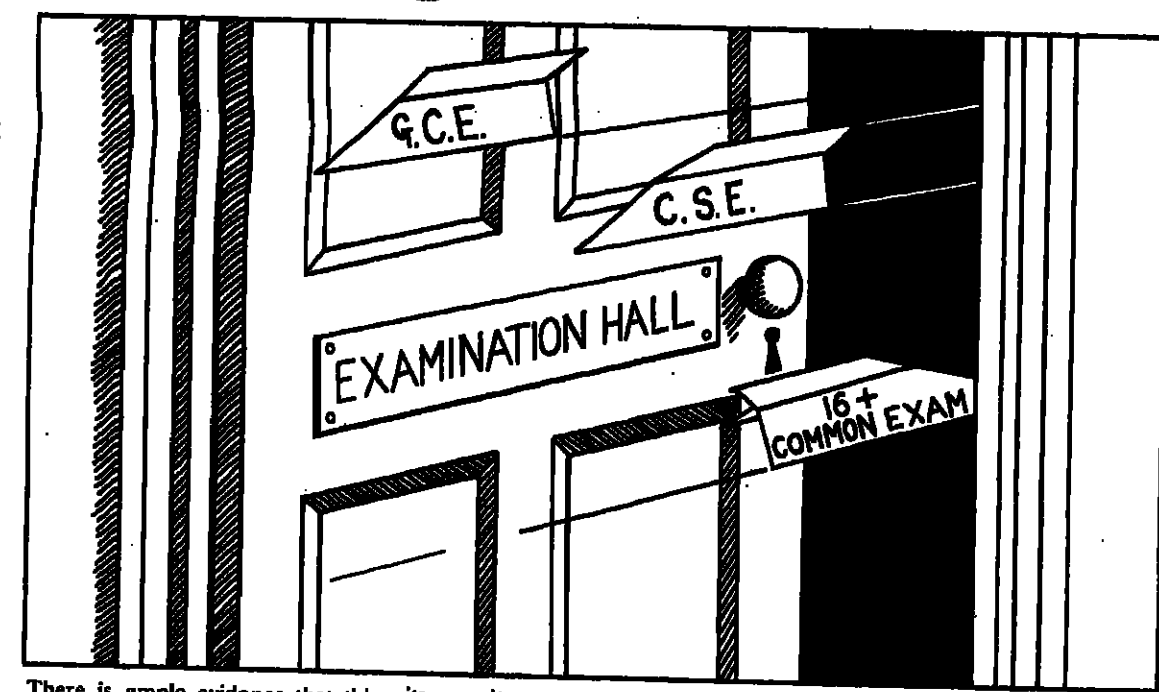
To most schools the merger is as far away as ever - except in those few pockets of the country where vestiges remain of the cooperation between some GCE and CSE boards which mounted the feasibility trials of the mid-seventies. But these are small-scale and limited, for the most part, it is therefore worth looking at the experience of one area where cooperation, vigour and enthusiasm are still happily apparent.

When the Schools Council launched their studies into the feasibility of a common examination at 16-plus, the consortium with several of the CSE boards in the North and Midlands to conduct the trial examinations. At the end of the trial period, two of the consortia came together in 1975 to continue to offer the common examination in the subjects which had been on trial.

The intention was to continue for a short while until either a new system was established or the whole idea was shelved. Constitutionally there are two consortia collaborating but to all intents and purposes there is one group organization consisting of the JMB and three CSE boards - the Associated Lancashire Schools Examining Board, the West Yorkshire and Lindsey Regional Examining Board, both original members, and the Yorkshire Regional Examining Board which came in when the North Western Secondary Schools Examining Board left. Between them the consortia offer common examinations in 10 subjects: English, mathematics, art and design, French, geography, classical studies, housecraft, biology, physics and technical drawing.

These were the original subjects allocated to the consortia. There are two different examinations in English - one based on a syllabus set by the boards (Mode 1), the other set and marked internally by the schools with boards' moderation (Mode 2).

Among the various subjects there is a wide spread of internal assessment, trial work, projects, practical, course and field work. Several of the subjects were inspected by DES assessors in 1978 and contributed to the report favourable to a common system made by the Waddell Committee. Both GCE and CSE boards are satisfied that standards closely compare with their separate GCE and CSE examinations - if they did not one could hardly expect them to issue the certificates which go to the candidates of the examination, since all of whom receive two certificates, one from the JMB and one from their local CSE board. In 1976 there were 57,000 subjects' entries. These have increased at a rate of about 15 per cent a year, this year reaching 162,000. This, in spite of the consortia offering only 10 subjects, would rank it higher than the total entry of three of four CSE boards and one, possibly two GCE boards.



There is ample evidence that this volume of activity could quickly grow. There are repeated requests for subjects not covered at the moment to be included - history and the workshop subjects, for instance. Science teachers especially want to complete the trilogy by setting up chemistry alongside physics and biology.

The classicists want Greek. But, over all subjects promised, extension is ruled out. So, for the same reason, major syllabus revision and this, by extending the options open, would undoubtedly attract more schools - for instance, there is not a 'Modern Mathematics' syllabus. Another area of growth would be from those schools in the area of the North Western CSE Board excluded by the withdrawal of that board; every meeting of steering committee faces the kind of request which it is powerless to grant. Teachers in other CSE areas make wistful but unavailing approaches.

The lessons to be drawn from the consortia's experience are varied and valuable. For the most part the recommendations of the Waddell Committee are vindicated, in particular its emphasis on the role of the examining boards. Waddell saw the impetus for the drive for the new examination, as devolving upon the boards which were, in his scenario, to continue as independent units. Some observers (myself included) would still perhaps argue for a rationalization of the present system into a regional regrouping of boards with unitary powers.

There is a case to be made for a system which provides for a diversity of examinations provided by one board, rather than one examination provided by a diversity of boards. But such a system remains untried and untested and such a radical reconception seems out of the question for many years ahead. Honesty demands, an admission that inter-board cooperation can deliver - provided the will to do so exists.

The experience of the Lancashire-Yorkshire consortia has borne this out at every level. The separate boards have been prepared to work together, often despite well-entrenched differences of procedure and ideology. In some cases, to their financial detriment. Their overall sovereignty has not been impaired, but quite big chunks have been surrendered.

From the actual working of the process there have emerged other lessons which Waddell could hardly have envisaged. There are three main levels of operation. The overall direction is vested in a steering committee which meets three times a year, once in

its capacity as a reference committee dealing with complaints, appeals and miscellaneous matters after the examinations and before the results are published. The steering committee has a chairman each of the constituent boards, a corresponding secretary and the secretaries and other officers of the boards. It meets at the headquarters of the four boards.

It maintains an oversight of the whole operation, receives recommendations and makes appointments, regulates finances and considers the recommendations and reports of the committees. These are the subject of the structure, the second level within the consortium, who are responsible for syllabuses and examinations. They are made up entirely of practising teachers, usually three or four from each of the four boards, sitting under a chairman appointed by steering committee.

An important stipulation is that agreement within the working committee must be reached by consensus. This is an accepted practice, too, in steering committees. The effect of this rule is that voting which could be along board lines is avoided; discussion is marginally protracted but forbearance is greater and decisions are arrived at which represent a general will rather than a majority triumph.

Over the years it would be true to say that although the attitudes of the separate boards are apparent - indeed sought after and expressed - in steering committee, the working party members conduct their business with a greater regard for their affinity with their subject than their allegiance to their nominating board. The consensus rule has undoubtedly created a 16-plus cohesion which is one of its strongest features.

The third and in some respects the most important level of operation is that of administration. There is a CSE Boards Act as 'home' boards for dealing with their particular areas, and similar matters. Each of the four boards acts as 'administering' boards for at least two and at most four subjects, serving and hosting the working parties and dealing with curricular matters. The JMB provides research and accounting facilities. The spirit which impregnates this structure is all-important and here the group is singularly well-blessed.

From board secretaries, who meet regularly, downwards to various levels exist an obvious friendliness which generously lubricates the running of the machines. To keep in contact over the peninsula is no easy task, but

procedures have become established, practices recognized. The fact that no one is engaged wholly or exclusively with 16-plus business is beneficial to all concerned: efficiency is remarkably high.

It would be wrong to claim that there are no problems, for obviously geographical distance and administrative division create difficulties which would be minimized under unitary control. But the problems do not present any insurmountable difficulties, perhaps because the consortia are borne along by the separate boards, perhaps because the annual increase in candidates reduces unit-cost, perhaps because there is a realistic entry-fee/exam-cost relationship.

The separate identity of the boards does indeed produce a bonus. No board is so perfect that it cannot profit from observing the good practice of the others, and benefit has accrued from the conjunction of activity at all levels in 16-plus. This is not limited to obvious spin-offs like comparing office practice, printing routines, statistical methods, but spreads to standards, even to the fundamentals of examination philosophy. The JMB would admit to learning from its CSE partners; they in turn would acknowledge their debt to the JMB and to each other.

One must be careful not to claim too much for this 16-plus group and its working. Its syllabus and methods of assessment may not be to every one's taste but, as Richard Christopher the corresponding secretary, said, to the DES inspectors in 1978, they "were never intended to be blue-prints for the future; they were regarded primarily as schemes that could quickly be implemented on a consortium basis." In any case, who could put his hand on his examination and claim that the syllabuses and GSE systems are all they should or might be?

Examinations based on consortia may be an imperfect arrangement but such a system may be all we shall get, and it can be made to work if the will to make it work exists. Our experience is that in spite of the imperfections the demand for a common examination is substantial. It is likely to grow with falling school-rolls, cuts and other constraints. The model may have flaws but it does run. Teachers elsewhere should know of its existence - it might help them in their demands.

Sam Hughes has been chairman of the consortia for the 16-plus Joint Examination in the North of England since their inception and was a member of the Cost Study Group of the Waddell Inquiry. He was formerly head of Burnage High School, Manchester.

Advanced courses concern

Teachers in further and higher education are alarmed over draft regulations, which, if implemented, would give the Education Secretary a unilateral power to introduce advanced education courses in further and higher education.

The National Association of Teachers in Further and Higher Education (NATFHE) has expressed its concern over the draft regulations.

He said: "The publication of the draft regulations is a worrying development. It is a unilateral power to introduce advanced education courses in further and higher education, which no explanation has been given for the need for such a power."

A NATFHE statement said: "The regulations revoked existing regulations and sought to extend the power of the Education Secretary to direct the numbers and categories of students to be admitted to advanced level courses."

"It seems that the Education Secretary is stating in advance his powers to direct a reduction in higher education, whatever the outcome of the discussions on the management of higher education," said the statement.

Lighting and acoustics guidelines

As good lighting and acoustics are vital in helping visually handicapped children to learn, the Department of Education has issued guidelines to help teachers.

With the trend towards integration of the handicapped into ordinary schools, designers of new schools and units should provide surroundings which will help overcome the child's handicap and help develop self-confidence and self-reliance, says the Department.

Design Note No 25, 'Lighting and Acoustic Criteria for the Visually Handicapped and Hearing Impaired, in Schools', DES, architects and building branch. Free from publications department centre, Canons Park, Hemel Hempstead, Herts.

Most parents willing to spend on education

Most parents now educating their children in state schools would be prepared to spend some money to educate their children privately, a Gallup poll has shown.

According to the survey, which was carried out for C. Howard and Partners, the school fee planning specialists, more than half of the parents surveyed were prepared to spend money on private education. The survey was conducted by telephone.

Some 10 per cent of the parents polled had educated, were educating or planned to educate their children privately. Of those who said they were not interested in private education, almost half said they were happy with the state system, 9 per cent said they did not believe in private education and 19 per cent said they could not afford any contribution to private fees.

New arts degree

A new honours degree which will enable students to specialize in one art form, such as dance, while exploring ways in which various art forms relate to each other, is to be introduced at the West Sussex Institute of Higher Education. Called the BA in Related Arts, the degree is to be taught at the institute's Bishop Otter College, where a rich collection of modern art includes works by Henry Moore and Stanley Spencer.

Schools to offer leavers guidance until they are 19 in Coventry experiment

Ex-pupils get two years of 'after care'

Teachers in Coventry are being told to go on looking after their pupils for up to two years after they leave school. It is part of a plan by the city's education department to ensure that all its under 19s receive proper education and training.

The plan is similar to the Bradford programme described in last week's TES - to introduce full vocational preparation for all youngsters without waiting for a national scheme. But Coventry's approach is very different.

It proposes to start at 14 with a restructured curriculum offering a "personal portfolio" of academic and work-related courses to each pupil. The schools will go on guiding their education and training until they are 19 - whether they stay on, start work, or join the jobs.

The education department will take over the

shaping of the Youth Opportunities Programme - subject to Manpower Services Commission administrative and financial control - and provide a full year of proper education and training for all unemployed leavers. It will also offer courses to youngsters still out of work after YOP, or those who do not want to use the programme.

Ex-pupils who go into jobs will be offered counselling and guidance by their schools in the same way as the jobless youngsters, and will be encouraged to return to the schools for help if they become unemployed.

The schools will also play an active part in the training - both by running courses for jobless youngsters and by sponsoring and managing YOP projects such as community service. While teachers are expected to do a lot of the counselling, in some

cases the schools will be using shop stewards and other workers used to advising young people.

The careers service is being reorganized so that it, too, can play a full part in the school-based "after care". Careers officers will be attached to schools instead of working from their own separate centres.

Heads of the city's 21 comprehensive and community colleges have agreed to support the scheme, and Mr Robert Atkin, the education director, is visiting each of the schools to enlist staff support. The chairman of the Manpower Services Commission, Sir Richard O'Brien, is sympathetic towards the scheme and Mr John Cassels, the commission's director, said this week: "We hope to learn a lot of interesting things from these new developments."

Rampton report dismissed by union leader as 'thundering rubbish'

by Diane Spencer

The interim report of the Rampton committee on the education of black children received a mixed reception this week. It was roundly condemned by one teachers' union as "thundering rubbish", but welcomed by others. The report has not yet been published but major extracts were carried in last week's TES.

Mr Nigel de Gruchy, the National Association of Schoolmasters/Union of Women Teachers' assistant secretary, said it made his blood boil.

"If teachers are racially prejudiced why do Asians do well?" he said. He thought that many West Indians rejected what was on offer to them in school. "I know teachers who tear their hair out wondering what they can teach them the next day; they lean over backwards to help them."

The National Union of Teachers welcomed the report as the recommendations reflected much of its evidence to the committee. In particular it welcomed the proposal to collect ethnic statistics but thought the committee had not gone far enough in recommending a compulsory multicultural element in initial teacher training.

The Assistant-Masters and Mistresses Association also applauded the report. "Not because it will stroke teachers in the natural direction they go for, but because it is not the job of a

government committee," said Mr Peter Smith, assistant secretary. "It has been blunt and in some cases wrong, but it is remarkable how many of its recommendations are much in line with our evidence."

Mr Donald Frith, general secretary of the Secondary Heads Association thought it "scandalous to use the word 'racist' as if it had a precise meaning. I find it use bitterly unhelpful - it is a term of abuse."

Mr Peter Hellyer, assistant secretary of the National Association of Head Teachers, did not think that teachers were prejudiced against ethnic minorities. "I believe a good teacher teaches children according to their individual needs." He was concerned lest the overall tenor of the report glossed over the importance of parental responsibility.

The National Union of Students was concerned that unless some action was taken by the Government on the report's recommendations, young blacks would feel even more frustrated.

The dominica National council, which represents 10 black organizations has called for the recommendations to be quickly implemented. They should not be shelved as has been the case with previous reports on black people, it says.

Empty schools should become FE colleges, say ILEA chiefs

Empty schools in inner London should be turned into further education colleges to provide opportunities for the young unemployed, the new Labour leaders of the Inner London Education Authority said at their first press conference on Monday.

"Our FE colleges are bursting at the seams," said Mr Neil Fletcher, new chairman of the further and higher education subcommittee. "Schools can't be sustained in a reorganised way. We should aim to provide vocational facilities for all kids who can't get on at 19."

Youth unemployment in inner London was singled out by the authority's subcommittee, and it was urged that the most immediate problem would be tackled. Mr Bryn Davies, new leader, pointed out that the number of young people out of work in inner London had more than doubled since 1970 and that the number of school leavers had gone up by two and a half times.

compared with a year ago. And job vacancies had gone down by two-thirds.

The authority, whose Labour members are pledged to a "no cuts" programme, will not be going back to the boroughs to ask for an addition to their £700m budget this year. However, any cuts made over the last three years will be restored in full in 1982-83 - a pledge likely to lead to a head-on confrontation with the Government. All savings arising from falling rolls are to be ploughed back into the education service and no staff cuts are to be made.

Also a manifesto commitment is cutting the school meal charge from 35p to 25p. This is now to be variously substituted, and, if approved, would be introduced on an experimental basis next term. The plan was hailed by the last Labour administration because of fears that the extra cost might be deemed "unreasonable expenditure" and members made to pay for it.

Polys may reject good students

Polytechnics will shortly be turning away many well-qualified students the country needs if the Government fails to revise its policy of restricting funds to higher education, says the Committee of Directors of Polytechnics this week.

The popularity of polytechnics results in greater demands on the funds available, they point out in a statement. Enrolment of home students on full-time and sandwich courses has risen steadily by 6 per cent a year every year since 1975.

Enrolments to regular part-time and short courses have risen over the period by 9 per cent a year. "This is an important area with its immediate interaction with industrial and commercial practice."

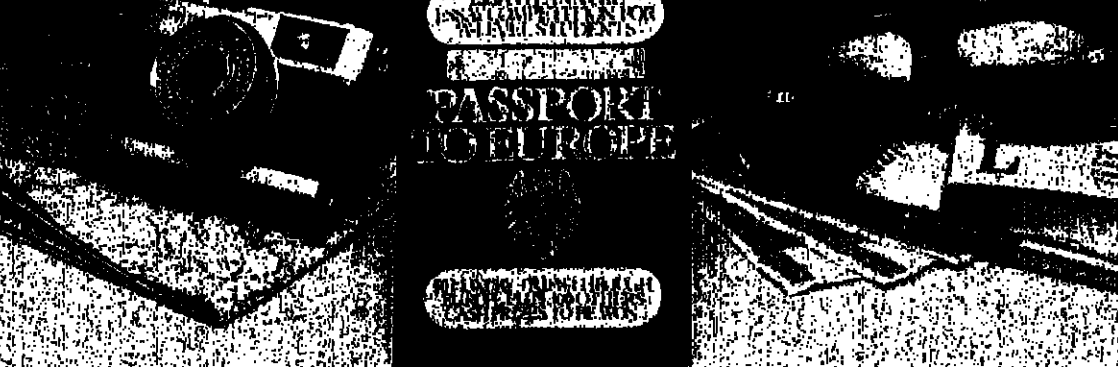
Overseas students' entry has been falling for the past four years and this year appears to be some 18 per cent below last year. Throughout the country's 30 polytechnics the overseas proportion of all year enrolments to full-time and sandwich courses now stands at about 10 per cent.

In spite of varying growth rates the same subject areas have remained dominant, says the CDP. Well over 90 per cent of all enrolments by all models of study are strongly vocational.

WILL THE FOLLOWING STUDENTS PLEASE LEAVE THE COUNTRY.

Once again, our 'Passport to Europe' Essay Competition for A Level students has proved a resounding success. We have received a number of high quality essays and have been most impressed with the original and creative thinking that went into many of them. For the 300 runners-up, our congratulations and cash prizes totalling over £11,000. As for the winners? Well, today we are happy to announce the names and the schools of the 30 students who have won their place on our two week tour of Europe in the context of luxury coaches. And they deserve every minute of it. So, well done all of you. And start packing...

- | | | |
|--|---|---|
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St. Leonards, Wokingham, Berks | Robert Virginia Pearce
St. Leonards, Wokingham, Berks |
| Anna Maria Bayliss
Aldridge School, Birmingham | Richard John Harvey
The Leys School, Cambridge | Desmond James Perrett
St. Leonards, Wokingham, Berks |
| Mary Evelyn Blake
Ongar School, Essex | Sean Patrick Holmes
Walsingham School, Norfolk | Heather Christine Rees
St. Leonards, Wokingham, Berks |
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Nottinghamshire's new Labour leaders say experiment favoured privileged area

Special unit for the gifted to close

by Virginia Makins

A unique experiment in curriculum development for gifted and very able children is due to be strangled in infancy by the new Labour majority on Nottinghamshire County Council.

It was part of the Labour local election manifesto that the Curriculum Development Unit for very able children, based in George Spencer Comprehensive, Stapleford, and working with five comprehensives in the Broxtowe district to the west of Nottingham, should be shut down.

The unit costs more than £300,000 a year to run. It was set up by the Tory council in April 1979, at a capital cost of about £100,000. At that time, Nottinghamshire Tories were severely cutting back many educational facilities.

All but two of the county's half dozen teachers' centres were being closed, as were adult education outposts. Nursery assistants in primary and nursery schools were being laid off (triggering the case of Mrs Eileen Crossie).

Large secondary schools were losing one of their two full-time librarians, and other ancillaries.

The Labour minority opposed the new unit for able children from the start. In particular, they pointed out that it would benefit schools that were already favoured with mainly well-off middle-class catchment areas.

Heads who *The TES* talked to were not prepared to comment this week on the work of the unit. But on paper, the schools certainly benefit considerably. Each school has an extra Scale One teacher, and has kept its second librarian, thanks to the project.

The unit employs 10 full-time teachers, and five part-timers, all on Scale Three salaries, covering maths, English, the three sciences, modern languages, geography, and design technology. It also employs three clerical staff.

She works with an educational psychologist, who gives four-fifths of her time to the project. The unit has two clerical assistants, and a good bit of reprographic and other hardware.

The teachers were recruited nationally, for an initial seven years. Some have been with the unit for less than a year. The idea was that they should start work with the first years in the schools, and build their work, and their resources from the bottom.

Initially, the work was intended to spread to other county schools - but the first task was to see one generation through in the original five schools.

The unit's staff work with children in several ways, both inside and outside the school. In school they withdraw tutorial groups once or twice a week for special work, or work alongside the regular school staff on special topics.

They also run Saturday sessions for children on a variety of topics - for instance there have been drama and "Action English" groups, a group building a nature trail in school grounds, a group working on electron microscopy, mathematical "problem solving" sessions, and work on design technology and microcomputers.

There have also been two residential courses for children. The special sessions both help to show what children are capable of, given special provision, and to develop resources and teaching methods for normal school work with able children, or children with special talents.

Teaching materials have been produced, often with the help of teachers, in the schools - ranging from individual exercises to packs of materials for group work. One such pack, on myths, has already been used in a school as a base for work with a whole mixed ability group.

The unit's staff started in the children's primary schools, asking teachers which children would benefit from an enriched curriculum. Children are not assessed on crude intelligence test measures - though tests may be used.

In the secondaries, identification of special abilities continues. Teachers are asked to watch for particular skills - for example, in science, good observation, the ability to design experiments, or identify patterns. One spin-off of the unit's work is that teachers are helped both to identify talents, and to gear their teaching to the development of important skills.

Mr Fred Riddell, the new chairman of the Nottinghamshire education committee, says that there is no doubt at all that the unit will be closed, on "educational, social and financial grounds". None of the staff

are being asked to leave their schools before taking the job. We want to make sure every school is able to stretch the gifted, not just five comprehensives in a predominantly middle class area. Our first priority is to protect the curriculum of all secondary schools, and give them smaller classes and more resources to enrich their own curriculum," says Mr Riddell.

Mrs Milroy points out that all the unit's staff had comprehensive experience, and are fully committed to comprehensive schools. "Many of us would have been happy to work in an area more readily recognized as disadvantaged. Being stuck with the five schools has been a limitation."

Mrs Milroy believes that most teachers in the pilot schools have welcomed the extra help offered by the project. But "a small minority will be dancing on our grave - we've been a great disturber."



Children's book author is two-time medal winner

by Heather Neill

Mr Peter Dickinson has become the first author to win the Carnegie medal for the outstanding children's book twice, running since the scheme was started in 1936.

His book *Tulku* was nominated by members of the Library Association and won in 1979. Now, *City of Gold*, Mr Dickinson's adaptation of Bible stories, published by Gollancz, has taken the medal for 1980. The runner-up was Jan Mark for her collection of stories published by Kestrel, *Nothing to be Afraid of*, while two other authors were commended: Jan Needle for *A Sense of Shame* (Deutsch) and John Bradfield for *The Fox in Winter* (Gollancz).

This was also the first time that the same book has figured prominently in both lists. *City of Gold*'s illustrator, Michael Foreman, was highly commended for his contribution to that book and came near to winning the Kate Greenaway award.

Beryl Cook's pictures for *Seven Years and a Day* (Collins) and Jill Murphy's *Pease and Lent* (Macmillan) were also commended, but Quenif Blake's *Mr Magnolia* (Cape) was the outright winner. The panel of judges specifically requested that the popular and prolific Mr Blake be thanked for all the pleasure that his books have brought to children over the years.

How much help is a BED?

by Bert Lodge

One third of all students who graduated from a Cambridge college with an old-style BED degree thought it had been no help in gaining their teaching job, a survey conducted by the principal has shown.

A half thought it had been influential while 5 per cent reckoned it was an adequate qualification - or even a positive disadvantage.

One in 10 thought the college they had attended counted as much or more than the degree. But one graduate was told by the Ministry of Education in South Africa that "Cambridge was not a recognized university and that he did not hold a diploma or blackboard work."

The old-style BED course, introduced in the 1960s and now extinct, consisted of the three-year course of education course plus a fourth year for students who had done well in certificate. The first graduates from Homerton College, Cambridge, then women's only institution, emerged in 1971 and over the next nine years 64 graduated with the three-phase BED.

All were written to and 358 or 55 per cent replied.

About 85 per cent started teaching immediately after graduating, but over 40 of the respondents had moved overseas with about half going directly into teaching posts.

Among one third of those who started teaching in this country, "it is not honestly think my degree made much difference to my appointment" was the most common opinion. Performance at interview, the quality of the confidential report, or the relative unsuitability of other students were suggested as being more decisive factors.

Three main reasons from the 15 graduates who claimed the degree had been a disadvantage were that it made them an expensive addition to the staff of private preparatory schools, provoked jealousy among non-graduate colleagues and was considered inferior to the BA or BSc followed by a postgraduate certificate in education.

Free books offer with school bags

Free Penguin and Puffin books worth £100 will be given to schools which order 100 school bags from a Buckinghamshire firm. The school's name can be screen-printed on the side of the bag which come in two sizes and cost £3.50 and £6.99.

Already more than 40 schools have placed orders said a spokesman for the firm, A, B and C School Promotions.

More teachers employed to cope with summer rush to stay on

Labour-controlled Sheffield Council has taken on 25 teachers to cope with an unexpected rush of pupils staying on at school because of the unemployment crisis.

Mr Peter Horton, chairman of Sheffield's education committee, said his council had "no alternative" but to hire them despite the announcement by Mr Michael Heseltine, the Environment Secretary, that Sheffield had to cut £15m from its total budget.

With 1,000 unemployed youngsters in Sheffield, we cannot turn away these youngsters if they want to stay on," he said.

The council will only be losing 115 teaching jobs next year instead of the 140 planned because of falling rolls.

School Prospectuses

Examination results Curriculum details School rules Careers education Pastoral care Clubs and societies

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The 1980 Education Act requires all schools to provide information for parents to allow them to make an informed choice. Whether it's a handbook, a guide, leaflet or a glossy brochure, for details of a special offer on advice in drawing up, printing and publishing your primary or secondary school prospectus, please write Box TES 4125 The Times WC1X 6EZ

Bid to sack Tory MP from £1,200 union post

An attempt will be made next week to stop a Tory MP and former I.C.A. leader from continuing to hold a £1,200 a year consultancy with the National and Local Government Officers' Association, the local government white-collar workers' union.

The union's annual conference will attempt to strip the arrangement from Mr. Malcolm Thornton, MP for Gorton and former education committee chairman of the Association of Metropolitan Authorities, acts as one of their Parliamentary consultants.

The motion has been tabled by the North Western and North Wales district council of NALGO, the area which covers the constituency that Mr Thornton represents in the House of Commons.

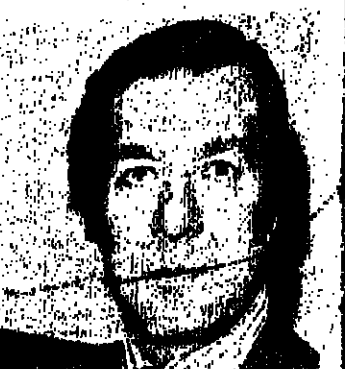
The council says it is carrying out the move because Mr Thornton, who was appointed to his consultancy in March this year, fought the 1979 election against a Labour opponent who campaigned on an anti-cuts platform. It adds that Mr Thornton "is now supporting the most vicious anti-public service and anti-working class government seen in Britain since the thirties."

Mr Thornton said this week: "It can't be anything that I've said or done - because the union hasn't asked me to do anything since I took this on in March. I can't have fallen down on the job."

Thornton represents in the House of Commons.

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Mr Thornton - "It can't be anything I've said."

MacCabe appointed professor of English at Strathclyde

Dr Colin MacCabe, the assistant lecturer at the centre of a bitter row about the teaching of English at Cambridge, has been appointed a professor of English at Strathclyde University.

The appointment, the academic equivalent of promoting a second lieutenant to be a general in one go, is a slap in the eye for the Cambridge traditionalists who had refused Dr MacCabe tenure, ostensibly on the grounds of his academic suitability. But this week Professor Alan Sandison, chairman of Strathclyde's English department, described Dr MacCabe as "one of the ablest men of his generation." He had been chosen not only for an outstanding record in teaching and

research but also for his energy and originality. The Cambridge row had a number of origins, but an underlying, and much publicized element, was the place of modern ways of studying English such as "structuralism" and "semiotics". Strathclyde is not however a notorious hot-bed of structuralists.

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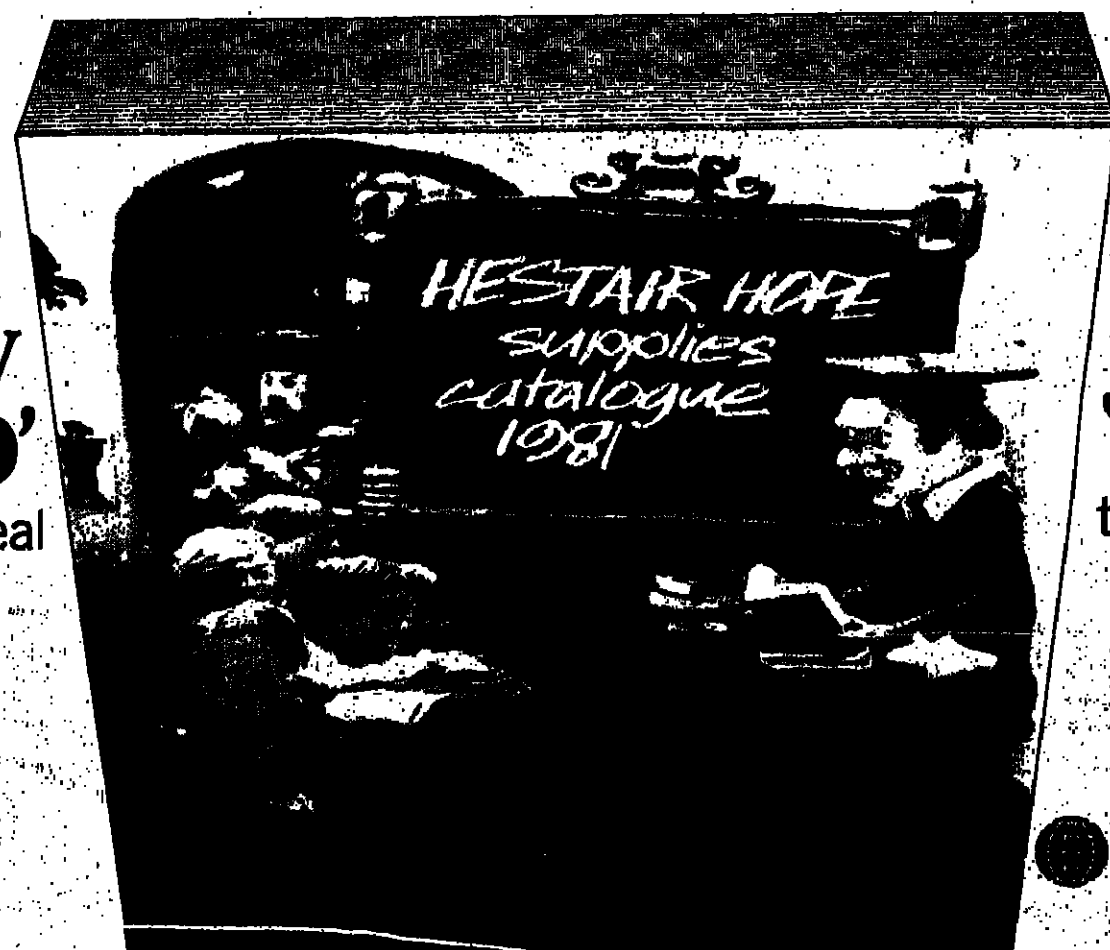
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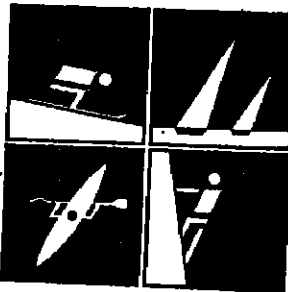
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We wish to apologise for the inconvenience caused through a printing error in last week's advertisement for ICI. The correct information is below.

FILM



LIBRARY

From SEPTEMBER 1982 ICI will cease to distribute 16mm films on free loan to schools.

Instead video-cassettes will be on sale at a sponsored price.

Existing used 16mm film library prints will be offered for sale to teachers at a fixed price of £15.

For full details of future arrangements write to:

Argus Film Library Ltd.
15 Beaconsfield Road,
London NW10 2EE.

Head count of 160,000 lice infections: a new resistance? Fears of new super-lice breed sweep classrooms

by Diane Spencer

A new strain of "super-lice" could be breeding in the nation's classrooms.

A sharp rise in the number of head lice infestations has caused a flurry of alarm among entomologists that the super louse is resistant to the latest treatment. But cuts in research spending have ruled out tests to find out if the increase is just a freak fluctuation.

In 1979, 160,000 schoolchildren in England were infected compared with 138,000 in 1978.

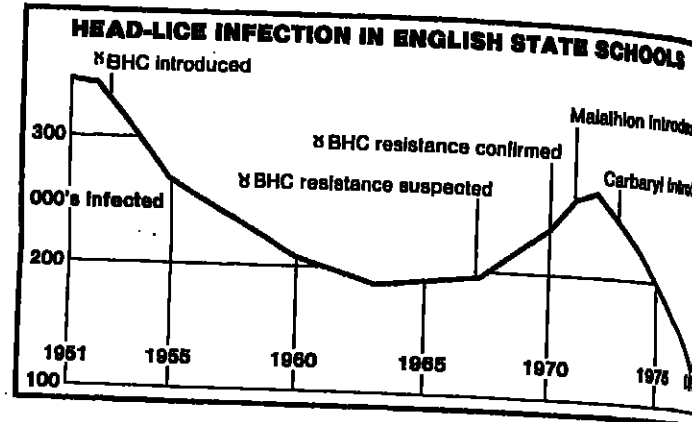
This is the first rise since 1972 when there were 266,000 infestations.

Mr John Maunders, lecturer in entomology at the London School of Hygiene and Tropical Medicine, and a leading expert on lice, said this could be the first sign of a new resistance developing.

"I have absolutely no proof because what we need is an experiment to test this. The increase may be a hiccup, a change in the way figures are collected, or that more people are literally putting their heads together."

He thought it highly unlikely that the £5,000 needed for three months of resistance testing would be available, as his department was threatened with cuts, along with the school itself.

Mr Maunders said that it took more than 14 million inspections to find 160,000 infected heads in 1979 which meant an enormous expenditure on health service manpower and time compared with the amount spent on



research and prevention.

The number of children with lice decreased dramatically in the fifties and sixties because of the use of the new treatment containing gamma benzene hexachloride (gamma BHC). Resistance to the chemical was suspected in 1967 when there was a continuation of a slow increase. It was confirmed in 1970.

By the next year, malathion had been formulated and, with the introduction of another chemical, carbaryl, the louse appeared to be contained.

Posters campaign: A poster designed to inform parents on the topic of head lice has been published by the Pre-school

Playgroups Association. Called "Lice: the patterns", it sets out how to recognize the infection, and gives tips of treatment and prevention.

It dispels some of the myths about lice such as that they only live in the hair while, in fact, lice live elsewhere just as much. It also points out that once an infected head has been treated with a lotion containing carbaryl or malathion, there is no need to comb out the nits, which can be a long and uncomfortable process.

Copies of the poster are available from PHC, 160 Inderside Road, London NW8, at 20p, 10 copies cost 30p and 100 copies, £2.70.

Lawyers warn private schools of Labour plan

by Biddy Passmore

Independent schools have been warned by lawyers that a future Labour Government could not be prevented from carrying out its programme to end private education unless a law was passed making the European Convention on Human Rights applicable to courts in Britain.

A Bill to do just that was introduced recently by Liberals in the Lords and the Commons, but the Conservatives were luke-warm, the Labour Party opposed, and it was talked out.

Legal advisers to the Independent Schools' Joint Council say that Labour's 10-year plan to abolish private education breaches the European Convention, which guarantees parents' rights to have their children educated in accordance with their religious and political beliefs. However, the convention is not enforceable in British courts.

The other international agreement generally held to protect private education is the United Nations International Convention of Economic, Social and Cultural Rights. While Labour's proposals appear to breach this, it has no legal force and spokesmen for the independent schools said this week they doubted if it would stop a future Labour Government.

Under a joint Labour Party-TUC plan of action, the next Labour Government would impose a 15 per cent VAT surcharge on private school fees in its first budget, abolish the assisted places scheme and local authority take-up of independent school places, and end the payment of boarding school allowances for children whose parents are in the diplomatic and armed services.

The special charitable status of most independent schools, with its tax and rate advantages, would also be removed, and eventually legislation would prevent private schools charging fees.

Dr John Rae, headmaster of Westminster School, said that if the proposals came about, some head teachers would be prepared to defy the law and risk going to prison.

TUC satisfied with work of Schools Council

by Bob Doe

If the Schools Council did not exist then trade unions would be clamouring for something like it to be set up, the Trades Union Congress has told Mrs Nancy Treenman, who is investigating the Council's performance for the Government.

The TUC says it has been satisfied "for the most part" with the Council though it criticizes the length of time it takes to publish the results of its work. "If such a national representative forum for educational discussion, research and development did not exist, the General Council (of the TUC) would press for its invention," the TUC told her in its evidence.

The industry project was an example of the way the Council had enabled by and professional interests to work on a curriculum project which has operated successfully at local level and influenced the curriculum of schools.

The TUC also valued the larger group of unions, industrialists and teachers which advised the council on links between education and work.

The Council's shortcomings included the lack of communication between its headquarters and local projects. There were also delays in the production of materials which prepared teaching materials which meant they could not be pilot-tested.

In the case of the industry project this delay meant there was no impact on the curriculum from the first phase of the project.

Comments invited: Advertisements appeared in national newspapers this week inviting anyone who wished to express a view on the Schools Council to send them to Mrs Treenman at Elizabeth House, York Road, London SE1.

The advertisement reads: "The review is looking at the functions, constitution and methods of work of the council. Mrs Treenman will consider whether the Schools Council, with or without adjustments of its procedures and organization should exercise them in future."

Judge advocates 'fundamental' skills Family gets split ruling for home grown tuition

A Worcestershire couple intend to appeal to the divisional court following a judgement this week which granted them approval to teach their daughter at home, but not their two sons.

Judge Roy Ward, sitting at Hereford Crown Court, expressed concern because Grant Harrison, aged 15, and his brother, Newell, aged 11, of Tenbury Wells, were unable to read and write satisfactorily although their sister, Andrea, now 17, is literate, and able to read music and write shorthand.

Mr and Mrs Geoffrey Harrison were appealing against convictions in January last year for failing to comply with school attendance orders issued by Hereford and Worcester County Council in respect of three of their four children. They were convicted, but given an absolute discharge by magistrates at Great Witley.

The Harrisons claimed that because their children are dyslexic they were better taught on the family smallholding than being sent to school, and they insist that they are trying to establish the right of parents to teach their own children without authority interference.

The Harrisons have adopted an

"autonomous education" method of teaching their children to learn by experience. Advocates of the system, Dr James Hemming and Dr Roland Meighan, gave evidence.

Judge Ward said the case was different from those in which parents simply did not bother sending children to school. "These are responsible and caring parents who are doing what they sincerely believe is best for their children," he said.

The autonomous education system was a perfectly acceptable alternative to the normal teacher/pupil system. "But what I have to decide is what constitutes teaching and what is simply child-minding. I am convinced in this case that the children have received adequate guidance and encouragement and have been simply allowed to drift along in their own way," the judge said.

He accepted that their instruction was systematic and full-time, and the children's progress proved that it was also efficient. But he criticized Mrs Harrison for refusing to allow the i.e.a. to monitor the children's work.

"I believe that it is her view that it is degrading for one human being to be



The Harrison family of Tenbury Wells, Worcestershire, on their smallholding where the parents claim their children are better taught than being sent to school.

assessed by another, but I regard this as being unreasonable," he said. It was his opinion that the intransigence of Mrs Harrison had sparked off a reaction from the i.e.a. which had had unfortunate consequences.

But Judge Ward said he could accept the Harrisons' view that dyslexic children could feel pressure from formal examinations, which might do more harm than good.

"We do accept that these children have a good general knowledge, are intellectually athletic, have a wide range of skills, and are commercially and financially competent. The autonomous system of education appears to

have worked for these children although we would not necessarily endorse it for other children. In other cases, the results might be disastrous," Judge Ward said.

However, he held high regard for fundamental academic skills such as numeracy and literacy for equipping a child to deal with everyday life.

Because Andrea was able to read and write and take shorthand, Judge Ward was satisfied that her education complied with the Education Act. But he had reservations about Grant and Newell, and felt that the methods being employed to teach them reading and

writing were in part defective as there was no evidence that the two boys could read and write.

Therefore, he rejected the appeals on behalf of the two boys.

A spokesman for Hereford and Worcester i.e.a. said they hoped that Mrs Harrison now would allow them to monitor her children's education.

"The judge said that it would be too late to monitor an educational system when it is complete because by then it is too late. All we are asking is the right to make an ongoing assessment of the progress of these children. We do not want the Harrison family to send them to school."

High hopes among Asian young

by Diane Spencer

Asian teenagers do as well in exams as their English classmates, if not better. They have higher but realistic job aspirations, and take their studies more seriously, says a report by researchers from Bradford University.

But results so far from a follow-on study indicate they do not get better jobs than whites.

Their achievement and attitudes are significant, the report claims, because they come from poorer backgrounds than white children and are often placed in lower streams in secondary schools.

The report is based on a two year study funded by the Leverhulme Trust in seven schools in Bradford and Leeds to discover the aspirations of Asian school leavers.

This research contrasts with earlier studies which indicated that Asians "over-aspired" to jobs and were motivated by parental pressure.

It found English children were under just as much pressure, and exam results indicated that Asians had realistic aims.

The authors criticize teachers and careers officers for negative attitudes towards black and Asian pupils. "Teachers often operate on the basis of stereotypes, unproved assumptions and self-fulfilling prophecies."

Career teachers interviewed were "very sure" that Asians over-aspired to restricted careers: doctor, engineer, accountant, television engineer or mechanic.

One officer was surprised they did not choose agriculture as many came from rural backgrounds. He had speculated in "immigrant problems" but "failed to understand that farming in Punjab or Kashmir is not the same as in West Yorkshire."

The report was concerned at the "want of attention" paid to careers education. It recommends: • more funds for expanding further education and employment; • closer links between employers, educational establishments and community relations councils;

• more research on why some immigrants succeed and others fail with class and social background considered. For example, are poorer Pakistanis just as likely to do badly in Pakistan as in Britain?

• relationships between different ethnic groups should be studied as the report found evidence of racial prejudice between Indians and Pakistanis.

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NAHT annual conference at Blackpool. Richard Garner reports



Moves to weed out square pegs

Moves to weed out incompetent and inadequate teachers out of the classroom have been given overwhelming support by headteachers.

Mr John Campbell, from Leeds, moving a motion calling on the government and local education authorities to help with the removal of incompetent teachers from the profession, said: "It would be tragic if we continue to get square pegs in round holes. The greatest misery would be on the teacher himself."

He suggested setting up a counselling service financed by the Government which would review all teachers' performances. His motion called for an "improved structure and more effective support" for the removal of those who were not competent.

Mr Campbell added: "The modern child will not sit still and be badly taught." He said that inadequate teachers left in the classroom present a danger to the child.

Miss Heather Whitteman, also from Leeds, added: "There must be a quicker, simpler and more effective way of removing this particular burden from our shoulders."

Mr Peter Baldwin, county secretary of the Lancashire federation of the NAHT, added: "Let us have a general teaching council which will lay down ethics and standards of competency which can be applied fairly and squarely to all."

'You and I are on same side': Carlisle answers critics

Mr Mark Carlisle, the Education Secretary, went on the offensive in support of the Government's education record in his address to the National Association of Head Teachers conference in Blackpool last week.

Mr Carlisle, who was applauded when he finished speaking but denied a standing ovation, declared: "This Government has played fair by the teachers."

There were "certain things that need to be said," he began. "It is sometimes suggested that, in some way, this Government is anti-education, that we are against the teaching profession and all those engaged in the crucial task of educating our children. This is nonsense. It is not true."

"I personally have been accused of presiding over the destruction of the educational system - of deliberately damaging the state sector of education. It has been said that you and I are on opposite sides. This is nonsense. It is not true."

"I read reports of parts of the service collapsing - I read of the appalling effects that policies of Government are said to be having on standards of education and educational opportunities in this country."

"I see demonstrations - often, let us be frank, encouraged, egged on by and involving (and sometimes wholly consisting of) those in the teaching profession - chanting phrases like 'stop the cuts' - 'stop the cuts'."

"And yet I go round the country - I visit a great many schools - I attend a good many prize-givings. And when I do, what do I hear? Headmaster after headmaster referring to improving standards, to raising standards."

"I realize all of you are feeling pressure of financial constraint. But let us get a few facts straight. First, this Government is not against education - it is concerned to see that we have the best possible education system in this country."

"Secondly, we are not on opposite sides of the fence. You and I are on the same side. Our roles may vary but both

of us are concerned and responsible to do what we can to maintain and improve educational standards in this country for the benefit of our children. You, I have no doubt, work hard in pursuit of that end. I can assure you that I and my fellow Ministers equally work hard for the same ends."

"And what of financial provision? Provision varies from L.A. to L.A. You are trying to make what reductions you can. We spend at current prices some £11 billion on education, and the costs per child are at their highest level. We have the lowest pupil/teacher ratio that we have ever had at both primary and secondary school level. We have the lowest class sizes we have ever had."

"We have 5,600 more nursery places than 12 months ago. We have started a scheme at the cost of £9 million to encourage the teaching of micro-electronics in our schools. We have recently announced a scheme whereby secondary schools that have not got a computer can buy one from the Government at half price. Of course, we could do with more. But it is right that we should recognize what is in fact provided."

"I hear it said that this Government is anti-teacher. Well, all I can say is that under this Government the salary in cash terms of the members of the teaching profession has gone up on average by 52 per cent. People's memories are short. Often forgotten is that I entered office with a situation where the teachers' pay talks had broken down; where talk of industrial action was in the air. In a very short time, we agreed acceptable terms of reference to the Clegg commission; we agreed to pay all the teachers' pay."

"We agreed to use the full Clegg award figures from April 1, 1979 including the so-called 4 per cent error - for the purposes of calculation retarding teachers' pensions."

"We re-established the Advisory Committee on the Supply and Education of Teachers. We shall support any initiative likely to lead to a teachers' council acceptable to the profession as a whole."

"At every stage, I have done my best to uphold what I see to be the legitimate claims and interests of the teaching profession. This Government has played fair by the teachers."



Mr Carlisle - on the offensive

A whole. We have implemented the decision for an all-graduate entry to the profession. Registered unemployment among teachers, at 2½ per cent is well below the national average."

"I am pleased to say that, in the past two years, recruitment to PGCE courses in mathematics and the physical sciences has risen enormously: 1980 enrolment was up by 45 per cent and this improvement is being maintained in 1981. And the Government training and re-training courses in shortage subjects are being well supported."

"At every stage, I have done my best to uphold what I see to be the legitimate claims and interests of the teaching profession. This Government has played fair by the teachers."

Concern over flight from examinations

The Government will make changes in the regulations on social security payments if there is evidence that youngsters are using examinations to claim unemployment benefit.

Mr Mark Carlisle, the Education Secretary, addressing the NAHT conference said he had been "concerned" by reports that children were staying on at school after Easter because the changes in the rules meant they could no longer qualify for unemployment pay until September if they did - instead of being able to make benefits immediately after this examination.

Mr Carlisle said: "It is of course early to say with any certainty the effect this change may have on staying on rate. But I can say now that would be most concerned if it turned out that young people were actually being deterred from staying on into the summer term to take their examinations."

He urged parents not to be "unduly alarmed," adding: "A child leaving school today is still going to be at work in the year 2000, if he works into his sixties. I believe the benefit of getting these examinations is far greater than an additional few months' earlier start at work or an additional few months' supplementary benefit."

Changes could be introduced, he said, before next Easter. "It should be beyond the wit of 14-year-olds to be beyond the wit of 14-year-olds," he thought would take these examinations and how many did actually sit them."

He added that it might not be necessary to change back to the old system which had allowed some youngsters to collect unemployment benefit at the end of the summer term and then return to school in September. There was a school of thought which believed it need not be necessary to consider youngsters who stayed on at school but to take examinations at a receiving time education.

Delegates to the conference unanimously called on the Government to change the regulations after Mr Brian Morgan, a headmaster from Cusworth, South London, had told them that in his school - 35 pupils had left at Easter this year compared with 24 the previous year. "Just think in terms of the wasted money," he said. "You are wasting hundreds of thousands of pounds of public money (in terms of examination fees paid) because of this particular piece of legislation."

Mr John Thorley, an executive member of the NAHT, said: "Figures available to us show considerable variations. In some areas - South and Cheltenham - there is virtually no change and I would not have expected it. In other areas - parts of London, parts of the Midlands and parts of the north - there is a noticeable increase."

Delegates passed a motion asking the association's executive to review disciplinary procedures for head teachers to "remove the gross injustice and severe attacks to members who are suspended after trivial or malicious allegations."

Headteachers in charge of community schools should receive extra pay because of their additional responsibilities, delegates decided. The counties agreed to ask its leaders to press once agreed to ask its leaders to press for proper extra payments for head teachers when their schools are designated as community schools.

In addition, the association's executive is to prepare a report outlining changes in the salary structure for headteachers - which will be reviewed during next year's pay talks.

Delegates agreed that pay differentials should not be determined simply by the numbers of pupils in schools. Instead, pay should take account of the school's staffing establishment and the professional expertise of individual heads.

Continued on page 11

Conference news in brief

Continued from page 10

Crack down on truancy call

A rise in truancy has prompted head teachers to call on local education authorities to crack down on parents who fail to send their children to school.

Mr Graham John, a headmaster from Birmingham, said: "The problem of absence condoned by parents is one which is frustrating me". He added that - although 6 per cent of any year's intake at his school were serious offenders - it was not just 6 per cent of pastoral time that was spent on them but much more.

Delegates passed a motion 'viewing with alarm' the number of children who stayed away from school with their parents' blessing and urging local education authorities to institute court proceedings to cut down on truancy.

Expense of policy documents is cause for concern

Government legislation is costing local education authorities hundreds of thousands of pounds which could be spent on books and equipment or preserving teachers' jobs, the conference was told.

Delegates voiced their concern over extra spending forced on local education authorities by the 1980 Education Act - in particular the cost of producing literature about individual schools' policies, said to be £1 per child per year.

Anti-glue-sniffing campaign

A campaign to combat excessive drinking, smoking and glue-sniffing among schoolchildren was supported widely by the delegates.

Mr John Campbell, from Leeds, moving the motion said: "In one classic case, a youngster who thought he could fly jumped out of a window and is permanently paralysed."

Training ministry supported

Delegates backed a move to rationalize the number of schemes run by the Manpower Services Commission to train youngsters and reaffirmed their support for a new Ministry of Education and Training to be set up to mastermind training for employment.

Teachers' council backed

Moves to set up a general teachers' council received overwhelming backing and delegates agreed a motion urging all teachers' associations to settle their differences over its composition in private.

Weekend voting plea

A plea for weekend elections to prevent disruption of school life was made as delegates backed a motion deploring the way in which schools were forced to close on election days because they were being used as polling stations.

Parents go private

Parents are opting for private education for their children because of the constant demands to make contributions towards the financing of state schools, delegates were told.

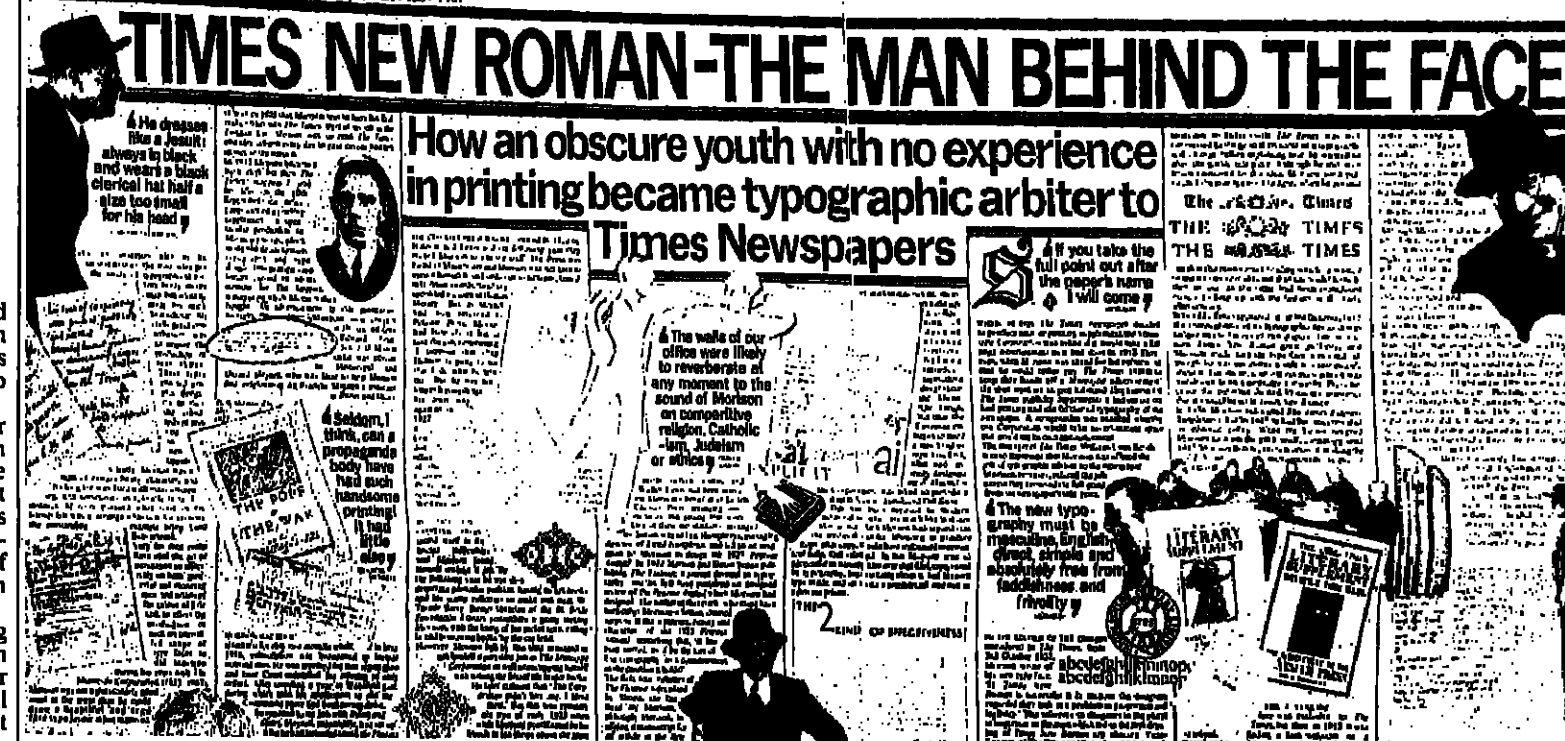
Four-day week urged

A four-day week for schools was suggested by a head teachers' leader as he called for an investigation into ways in which the school day and term could be changed.

Advertisers deplored

Head teachers overwhelmingly backed a motion deploring the action of schools which have advertised to lure pupils away from their neighbours.

TYPOGRAPHY OF THE 19TH CENTURY. Stanley Morison 1889-1963



How a one time bank clerk came to design the famous typeface of *The Times* and its supplements. This poster gained Mrs Jacqueline Cobb of Preston Polytechnic first (prize in this year's Design and Art Direction and Post Office student award scheme).

HMI report on Birmingham 'no longer relevant'

New rules correct faults, says council

by Sandra Hempel

Government inspectors' recent criticism of Birmingham's secondary school system no longer applies, says the authority's deputy director of education.

An HMI report, published two months ago but not officially made public, says that Birmingham's "consortium" programme for secondary schools is "frustrating with difficulties and difficult to operate".

But deputy director Mr John Fox said that the authority's recently introduced guidelines on secondary education and its planned reorganization of the whole system, including the scrapping of sixth forms, meant that the HMI report, prepared during 1979/80, was no longer so relevant.

The system, which was introduced in

the early 1970s as part of the move to comprehensive education, aims to encourage schools to share staff, resources and ideas by dividing them into small groups of up to nine schools.

The inspectors studied a group of seven schools in Erdington. They commented on the wide variation in teachers' qualifications. Some had no qualifications in the subject they taught, and out of 15 maths teachers, only three were qualified. Also, there was no agreement about which GCE exam papers should be used.

"The consortium system was a far-seeing step which has been consistently monitored by HMI since it began," Mr Fox said. "The idea was for schools to work together on O and A levels and to move pupils and staff from school to school to make viable subject groups

and to make all subjects available to all pupils."

As inspectors were working on the report in 1979-80, Birmingham education officials were strengthening the process of co-operation between schools and introducing new standards, Mr Fox said. Among the new rules were that no subject could be offered unless there was a teaching group of at least six pupils and that every school must offer at least 10 subjects at A level.

"During 1980 the consortium became an even more valuable unit but even this has been overtaken by events," Mr Fox said the report was by no means all-critical and that there was much of interest and value to individual schools that was still being looked at.

Research into under-fives handbook

An enormous range of research into under-fives, and the places that cater for them, is briefly described in a handbook published by the Government-sponsored Under-Fives Research Dissemination Group this week.

The group was set up by government departments concerned with under-fives to disseminate the major programme of research that was launched after the 1972 White Paper on Education. One idea of the handbook is to put people working with under-fives directly in touch with researchers, whose findings are often published in rather inaccessible academic studies.

Under Fives: A Programme of Research. Available free from Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex.

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Heads suspended after pupils' allegations about sex

Head teachers were suspended from their jobs for up to 15 months after "trivial" or "malicious" allegations against them by children, delegates were told.

Mr Jack Halsall, a Midlands executive member of the National Association of Head Teachers, cited three cases in which head teachers had been suspended from their schools after sexual allegations made by their pupils.

"Local education authorities took the decision to suspend after little or no investigation," he added. One official had said that "we must suspend a teacher against whom allegations of sexual nature are made, as this was 'in the teacher's interests'."

"In two of the three cases no one questioned the children before the

police were called in," he added. "In all three cases the heads were suspended - one for as long as 15 months."

"Two cases came to court and were dismissed and in the third the police decided there was no case to answer after three months. The suffering of children, their families and their colleagues can be imagined by all of you," he added. "This suffering could be avoided."

Delegates passed a motion asking the association's executive to review disciplinary procedures for head teachers to "remove the gross injustice and severe attacks to members who are suspended after trivial or malicious allegations."

Music tuition charges defy court ruling

Some local authorities are still charging for music lessons in spite of the High Court ruling that fees for tuition during the school day are illegal, the conference was told.

Mr Fred Harrison, a delegate from Lancashire, said: "For the moment charging for music tuition should have stopped. In some authorities, it has not. Charging for swimming still goes on."

Mr Peter Baldwin, county secretary of the Lancashire federation of the NAHT, singled out local authorities

who considered providing music tuition after 4.30pm on the grounds that it would then be extra-curricular or for special attack, saying: "It is still no less a part of the schools' main body of teaching."

He said it was like the difference between tax avoidance and tax evasion - and added that even avoidance could be at times be immoral. The conference passed a resolution deploring any local authority attempt to declare publicly parts of the curriculum "voluntary for pupils" so that they could then levy charges.

Extra payments at community schools

Headteachers in charge of community schools should receive extra pay because of their additional responsibilities, delegates decided. The counties agreed to ask its leaders to press once agreed to ask its leaders to press for proper extra payments for head teachers when their schools are designated as community schools.

In addition, the association's executive is to prepare a report outlining changes in the salary structure for headteachers - which will be reviewed during next year's pay talks.

Continued on page 11

EUROPE 82

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Israel/Benny Morris

Hours traded for pay in general strike agreement

JERUSALEM: A week-long general teachers' strike ended last week after more than 100 hours of intensive negotiations.

The Government and the two teachers unions — the Histadrut Teachers Union (primary schools) and the Secondary School Teachers Association — signed a pay agreement, awarding the teachers a 10 per cent across-the-board wage increase in return for two extra hours per week in school.

The agreement, whose timing came as something of a surprise to most observers, was made possible by last-minute major compromises by the teachers, who obviously felt that they had extracted from a economically besieged government all that could possibly be managed.

The teachers agreed to drop their appeal to the Jerusalem District Labour Court regarding an agreement reached with the Government last March but which the Cabinet at the last minute refused to sign or implement. That agreement had awarded the teachers a 7.65 per cent pay rise, retroactive to September 1980.

The Government refused to sign the new agreement until the teachers dropped litigation aimed at forcing the Government to implement the old one. The new 14-page agreement marks in effect a start to the implementation of the recommendations of the Etzioni Commission, which between January and December 1979 examined teachers' working conditions, pay and social status.

The committee then submitted a report recommending a 30-60 per cent pay rise for all teachers as a way of raising the level of the teaching profession as well as other reforms.

The teachers had initially insisted

that the new agreement should be clearly defined as the start of the implementation of the Etzioni Commission recommendations, but the Government in the end agreed only to an oblique reference to the recommendations in the preamble and to an accompanying letter from the Education Minister Mr Zevulun Hammer to the unions defining the agreement explicitly as a start to the implementation of the recommendations.

The unions felt that the two references taken together, provide sufficient legal ammunition to compel any future government to continue to move on the recommendation, until they are implemented completely.

In linking the 10 per cent wage increase to the two hours of extra work, the Government, defining the arrangement as "overtime pay", will be able to forestall fresh pay claims by both groups.

The agreement called for the setting up of a joint committee to discuss how the 10 per cent pay increase could be made to cover teacher pensioners, a matter over which neither side felt able to fully concede. As things stand, all teachers pensioned off after the signing of the agreement will receive the additional 10 per cent in their pensions, those pensioned off before will not.

The teachers agreed to uninterrupted working until the end of December 1981, thereby assuring a tranquil school opening in September.

The Government, for its part, agreed in the interim to continue discussions with the teachers on the implementation of the rest of Etzioni. The resumption of the teachers' struggle for still higher pay, as recommended in Etzioni, is now expected at the beginning of 1982.

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Hilary Wilce on the campaign for support for British schools abroad

Why don't the English?

The French do it. So do the West Germans. And the Americans. So why don't the British give direct government help to their schools overseas?

The instant official response is that Britain has no statutory duty to do so. But West Germany, in a similar position, channels more than £100m a year through its Foreign Office to German schools abroad. It has a need to make life easier for its expatriate workers, and to spread German culture.

The true answer is that Britain never has supported English schools abroad (apart from Service schools), and in the current economic gloom it certainly does not intend to do so now.

But there are growing pressures on this issue.

Overseas schools have become more insistent in their demands, while changes in the nature of the British expatriate community are creating an increasing demand for schooling in other countries.

In addition, the education funds that companies have traditionally made available to employees abroad are drying up, exposing a serious need for a more coherent approach to schooling for expatriate British children.

Recent militant moves from overseas schools have come from within the European Community. At the end of last year representatives of British schools in Europe met Mr Mark Carile, the Education Secretary, to lobby for government help.

Following that meeting they formed themselves into the Council of British Independent Schools in the European Communities (COBISEC) and began talks with the Government about channels of support.

COBISEC's long-term aim is to win some form of direct or indirect subsidy for its schools, but in the short term it is practising the art of the possible.

To date it has won the single small concession that its schools may draw on the services of Her Majesty's Inspectorate — provided the school concerned pays travel costs, salary, and subsistence allowances.

Teacher pensions have been a cause for concern, but the Government has pointed out that under existing rules teachers can work abroad for up to six years and still maintain their pension rights provided they are teaching in a situation of which the Secretary of State approves (COBISEC schools fall into this category). Teachers working abroad for longer than six years can buy themselves back into the scheme when they return to full-time employment in the UK.

Further talks are to be held with the Department of Education and Science on the question of grants for students returning from schools in Europe to higher education in the United Kingdom, and the schools are hopeful of a beneficial clarification of this issue. (Student fees are no longer an issue for COBISEC, ever since the

decision that EEC students should be charged home fees.)

Meanwhile the question of salary increments for teachers who work abroad has been raised by COBISEC with the Burnham Committee, which is due to discuss it.

From COBISEC's point of view, however, the fact that there is now a permanent liaison officer within the DES is every bit as valuable as any individual concession. The schools might not yet have won many material gains — but they have won the official right to be heard.

COBISEC's case for support is simple and straightforward: Britain is supposed to be an active member of the European Communities; British businessmen working in Europe are helping the economy and therefore deserve government support.

"In the past the Government has faced up to the question of responsibility for the education of children of people who have gone abroad for certain purposes — the armed forces and diplomacy. They were considered the important things for the United Kingdom. But every bit as important are people who go abroad to sell British goods," Mr Alan Humphries, head of the British School of Brussels, says.

But COBISEC is solely concerned with British schools in Europe. Full membership is strictly confined to invited non-profit making schools within the EEC, other schools, such as the many British schools in Spain, can only become associate members, and unlikely to benefit directly from concessions wrung from the Government.

Such limitations are obviously in COBISEC's own interests. Asking the Government to free an inspector to fly to The Netherlands is one thing; asking for an inspector to fly to Latin America is quite another.

But schools outside Europe are also keen for official support. Mr Jack Cushman, head of the Colegio Colombiano Británico in Cali, Colombia, has written to The TES about the sense of isolation felt by English schools abroad, suggesting that a scheme of school accreditation be set up, and that teachers be seconded to work abroad for periods of three to five years.

The British expatriate population, roughly guesstimated at about 100,000 workers plus families, ebbs and flows around the world making schooling needs difficult to pin down.

Teacher pensions have been a cause for concern, but the Government has pointed out that under existing rules teachers can work abroad for up to six years and still maintain their pension rights provided they are teaching in a situation of which the Secretary of State approves (COBISEC schools fall into this category). Teachers working abroad for longer than six years can buy themselves back into the scheme when they return to full-time employment in the UK.

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Family Klan: Larry Hicks, who claims to be president of the Ku Klux Klan in Illinois, with his wife Shirley and son Leroy

Klan pushes for teenagers

Worried teachers are to monitor resurgent KKK recruitment among the young. Clive Cookson reports

WASHINGTON: A resurgent Ku Klux Klan is carrying on a determined recruiting campaign in American schools, the country's largest teacher union has warned.

The National Education Association is responding with what it calls a widening programme to monitor the Klan's activities and to mobilize members against them.

One weapon will be a curriculum guide, which a state affiliate, the Connecticut Education Association, is developing for the National Association. It will provide teachers with a historical account of the fanatical white supremacist organization, from its origins in the defeated South after the American Civil War, through two short-lived revivals in the 1920s and 1960s, to today's nationwide resurgence.

The lesson plans will also encourage class discussions about the broader issues raised by the Klan's existence, such as racism. NEA president Willard McGuire says the association is fighting the Klan not by "broadside counter-propaganda but by monitoring its activities and helping teachers develop the skills necessary to combat the student behaviour that reflects prejudice and discrimination."

The Klan is split into several rival groups, all of which keep their real recruitment figures secret while trying to make outdoers think they are as large and menacing as possible. So no meaningful national membership statistics exist.

But the NEA believes that 11,500 people, including about 1,700 teenagers, are active in a network of semi-independent Klan cells that covers

many northern states as well as the organization's traditional homeland in the South. According to that estimate, membership has tripled over the past 10 years.

NEA staff say that Klan has recruited white children at a number of schools with significant black enrolments by distributing racist literature. A typical leaflet asks: "Upright about schools... or just about niggers?"

Are you 'fed up' with special privileges accorded blacks by the school administration, simply on account of their race? ... conditions in school have become so rotten that trying to get an education has become a laugh. Who can learn anything, mixed up with a bunch of cannibals?"

Recent violent incidents involving young members of the Klan included an attack by high school students on a homosexual bar in Oklahoma City and the burning of a school bus by children wearing KKK tea-shirts during an anti-bussing rally in Decatur, Alabama.

Dorothy Massie, an NEA staff member who tries to keep tabs on extreme right-wing infiltration of schools, said the most violent and dangerous faction currently engaged in youth recruitment is the so-called Invisible Empire of the Ku Klux Klan, headed by Bill Wilkinson.

Mr Wilkinson runs paramilitary training camps in the South for members of his Klan youth corps, some as young as 10. CBS television, one of the three main American networks, interviewed participants at one camp in Alabama where they were learning to handle guns, for its children's programme 30 minutes.

The CBS interviewer asked a 13-year-old boy how he knew that blacks were less intelligent than whites. "Well, at school, walking down the halls, they're putting their arms around white girls," he replied. "That's the mixture of races and that's not intelligent."

At another KKK youth camp, outside Houston, Texas, teenage boys were allegedly taught hand-to-hand combat, including the art of decapitation.

Australia/Bill Purvis

Union backs Labour Party

SYDNEY: An Australian state teachers' union has broken a 36 year tradition by committing itself to supporting a political party.

The Victorian Teachers Union, representing nearly 22,000 members, says it will back the Labour Party at the next state election, due before May 1982.

It will be the first time since 1945 that the V.T.U. has taken such a stand. Victoria, Australia's second-most populous state after New South Wales, has been governed by the Liberal Party since 1955.

But the VTU says it is time for a change and will campaign against the current Premier, Mr Rupert Hamer and the state Education Minister, Mr Alan Hunt.

The union's president, Mr Lester Rootley, accused the Government of causing major disruptions, uncertainty and confusion in the state's school system, to the detriment of pupils and the morale of the teachers.

The union has not yet decided what active part it will play in the next election beyond urging members to vote Labour.

ing enemies with a machine. The mother claimed that her son was "they might go on a Mexican border mission to watch for illegal aliens".

Although the Klan is still most active in the South, it has more shock troops in the liberal northern states that they were immune from its white-sheeted intimidation. Last year traditional KKK attempts to strip blacks — in the gentled public state of Connecticut prompted the Connecticut Education Association to develop its curricular guide to the Klan.

"Teachers started calling CEA after they realized they didn't have adequate information about the Klan to pass on to their students," said physics teacher Dimple Armstrong, who heads the task force preparing the guide. One teacher overheard a 15-year-old pupil asking classmates: "If the Klan comes after me, where can I hide?"

Dorothy Massie says she has "mixed feelings" about the publicity which the NEA is giving the Klan, because "publicity is just what they want — we don't want to fan the flames by giving them more of it".

But the association's president, Mr McGuire, denies that the NEA is over-reacting. "A resurgent Klan represents a threat that can't be ignored," he says. "There have been too many lessons in the past that teach us that takes only a few fanatics to set off sparks where tensions exist".

Further talks are to be held with the Department of Education and Science on the question of grants for students returning from schools in Europe to higher education in the United Kingdom, and the schools are hopeful of a beneficial clarification of this issue. (Student fees are no longer an issue for COBISEC, ever since the

decision that EEC students should be charged home fees.)

Meanwhile the question of salary increments for teachers who work abroad has been raised by COBISEC with the Burnham Committee, which is due to discuss it.

From COBISEC's point of view, however, the fact that there is now a permanent liaison officer within the DES is every bit as valuable as any individual concession. The schools might not yet have won many material gains — but they have won the official right to be heard.

COBISEC's case for support is simple and straightforward: Britain is supposed to be an active member of the European Communities; British businessmen working in Europe are helping the economy and therefore deserve government support.

"In the past the Government has faced up to the question of responsibility for the education of children of people who have gone abroad for certain purposes — the armed forces and diplomacy. They were considered the important things for the United Kingdom. But every bit as important are people who go abroad to sell British goods," Mr Alan Humphries, head of the British School of Brussels, says.

But COBISEC is solely concerned with British schools in Europe. Full membership is strictly confined to invited non-profit making schools within the EEC, other schools, such as the many British schools in Spain, can only become associate members, and unlikely to benefit directly from concessions wrung from the Government.

Travel

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Talkback

Getting past Piaget

Martyn Park

Assessing English language performance is a tricky business. What, we might ask ourselves after awarding a C grade or 50 per cent for an essay entitled "A Long Journey", have we actually marked? What, we ask again, makes that essay a Pass and another utterly different essay with different deficiencies and different "good" points also a Pass - even a Pass of the same grade?

Are we guilty of encouraging, through our own lack of guidance or clear-sightedness, the production of written English that is independent of the currently despised (though popularly demanded) "mechanical accuracy" - whatever that might be? Or perhaps 'because we have brushed mechanical accuracy under the carpet, we are now guilty of fabricating more meta-criteria (liveliness? originality? content? maturity? relevance? adequacy of ideas?) to help us discriminate the Pass from the Fail, when all are busy shirking the full stop in favour of the comma?

It is in this context that the Crediton Project will be and is being greeted as a lifeline by those floundering in the sea of Eng. Lang. doubts. It provides a means of assessing the text according to definite criteria arising from the progressive stages of language development in children's essays.

Certainly, those responsible see their work as offering a means of assessment, albeit "only in the sense that assessment is an essential part of education - we need to make assessments of development to help further development."

Under Andrew Wilkinson's direction, and with the collaboration of schools in Crediton, Devon, an Exeter University School of Education research team has been looking at different compositions (narrative, autobiographical, explanatory and persuasive) written by groups of children aged seven, ten and thirteen, and attempting to define the developments that take place.

The team eschewed the traditional linguistic criteria of analysis as too narrow and as not "taking into account the child as a developing being". They went instead for four analytical models of development in the fields of cognition, affect, morals and style.

The project is in its infancy, and Andrew Wilkinson is rightly cautious about articulating the full implications of embryonic research, warning against uncritical and hasty acceptance of his findings - although he has suggested recently that the work could be valuable in devising 16 plus marking schemes.

I see a fundamental objection to the project's findings, which I think should generate doubts as to the validity of the project as currently conceived.

The models used as analytical tools for detecting language development are based, as Professor Wilkinson readily admits, on Piaget's stages of child development. Teaching in our

schools, including the teaching of English, is staged in acknowledgment of Piaget's stages, thus offering to the child predetermined models and activities within what Piaget considered to be the child's grasp at any one stage of development.

An analytical model that is based on the same developmental criteria as the teaching input blueprint and operational assumptions is, at the very least, vulnerable to effecting confirmation merely of what is being taught, how it is being taught, and recording the consequences of that teaching. It is not necessarily eliciting language development data and criteria.

This flaw in the research's methodology, leading to a strong possibility of circular or tautologous confirmation of itself, must be faced. Perhaps a more rigorous approach would involve the application of the Crediton models, for scrutiny, to, say, a pre-Piaget range of texts, produced by children aged seven, ten and thirteen, before Piaget's influence on our teaching methods became all-pervasive.

If such a group of texts could be found and did confirm Crediton - and the teaching methods and theory behind the texts would have to be considered as contributing potentially to the results - then language development criteria would be on the way.

Martyn Park is a lecturer in English and Communication, Bracknell College, Berkshire.

Assessing Language Development: The Crediton Project, an information leaflet of the Language in Education Centre, University School of Education, Exeter.

Small is efficient

Mervyn Benford

During the autumn I visited 17 rural counties and four European countries to study the problems for village schools of declining numbers and resources.

In all but one county a second teacher is employed at around 20 pupils, resulting in higher unit costs. Further up the scale, except in this one county, there is still some marginal differential in staffing. While the educational need for it in the past has been recognized, officers and politicians, and even teachers, who cannot see beyond unit costs, allege this is now unfair to the rest of the system.

Yet Derbyshire produced figures showing that from 200 pupils downwards there was no significant escalation of unit costs till numbers fell to around 30. To varying degrees, with obvious local differences, this seemed to hold true for most of the I.E.S.s.

I have collected figures showing that the impact of this small differential on the global budget is tiny. The percentage of the total primary force working in the smaller schools vulnerable to closure is in single figures.

Educational arguments mask much of the economic attack. Suddenly children in small schools are supposed to be languishing for want of a broad curriculum and peer-group stimulus. Yet I saw many examples of good teaching in even the smallest schools. Small schools readily tap other resources.

A three-class school in Leicestershire with all-female staff could boast the services of the vicar "who mends latches and fuses and things like that," an unemployed teenager taking football, and a night-shift worker, who gave a morning a week "to just come in and get on with anything he thought needed doing."

Such support, amplified by an army

of parents and local experts of one sort or another, very evidently enriches the learning in the 50-odd schools I visited. It was just as much a feature almost everywhere as being socially significant as well as being economically so.

Such resources have economic significance as well as being socially significant. One county adviser suggested that a corps of such experts, paid on a reasonably valuable peripatetic basis for their services, would be an important resource.

Most rural areas have begun a group schools in an effort to share staffs and school resources. In Devon and Northamptonshire extra shared resources had been given, such as library facilities, as well as a supply of advisory staff to encourage the change of teachers and pupils.

Village schools and schoolhouses represent valuable community assets. The Leicester example cited on page 10, superb adaptation of the house, gym staff, office and storage space, and quiet, smaller working areas. School sites are often perfect locations for the development of community facilities.

I saw two post-Plowden area schools where the heads had created a collective identity among six or more disparate communities. Money had been available for tempting new buildings and transport was abundant and cheap. Neither head could deny the merits of policies which leave schools where they are, and put resources into improving them and encouraging cooperation.

I found only lukewarm enthusiasm for solutions such as area schools, clustering or annexes. Sweden had some successful clusters, usually based on a large urban parent school, with valuable resource implications for the smaller units.

There was a real distillation with "bigness" almost everywhere. At least in the public mind. The strength of smallness is not its beauty. It is frankly efficient. Managed well, the small unit marshals maximum commitment and potential from each individual within it. That must be worth defending and fostering.

Mervyn Benford is head of Lutterworth Primary School, Oxfordshire.



21 children, one teacher, Madingley Village School, Cambridgeshire.

Leading the way

Richard Wood
Jennifer Slater

"No one has been here before. No one knows the way," said Mr. Geoffrey Holland recently.

Without preparation we are to guide our fifth years into a wholly new way of thinking. One aim of a school was to shape its kids for the world of work. Overnight this is changed. There is no longer a world of work. There is a national training system.

The implications of this shift are not being urgently enough discussed. The practicalities start in the classroom. The very basis for our motivation, pupils is already undermined.

Their new requirements must be fully met.

We teachers should demonstrate our readiness to give a new purpose to main-school education by changing the nature of the sixth form. The numbers returning this September could double those of last year.

Pupils of limited academic potential have long been accepted in the open sixth. Now, many weakly-motivated students, even ones who have been rootedly anti-school, must be shown that they are just as welcome as those following examination courses.

The most attractive offering a school can make in these circumstances is a system of 'contacts' with industry, voluntary services and local government institutions. In-school courses should be lively and imaginative. The transition to comprehensive education and raising the school leaving age, many discarded since as too idealistic or too wearying, must be reactivated.

We have three months to plan these moves. Management are unsettling us with their talk of creating new sixth-form colleges or transferring the whole 16-plus age group into FE. We are

threatened by Geoffrey Holland's monster, the Manpower Services Commission. This kind of talk should be stopped.

The expertise for servicing the needs of the 16-year-olds of 1981 is in the comprehensive schools. Their present outlook encourages teachers to see paramount importance to individual children. The new sixth form, presented in school by the increasing instability of society, and in particular, by the weakening of the family framework, year tutors and group tutors have had to offer their pupils the permanence and care missing elsewhere. We have the skills of social worker, counsellor, probation officer, attendance officer and policeman. We are the people who must lead the way into Mr Holland's unexplored territory. It would be unjustifiable for us to allow our pupils to be handed over to those whose skills are less specifically appropriate than our own.

Richard Wood and Jennifer Slater are Year Tutors, John Simonson High School, Leeds.

What opportunities can education offer to the 12 million people over 55 who are not employed?

Eric Midwinter offers some constructive proposals

All our futures

That usually reliable source, the stalwart Guinness Book of Records, says it all. In 1951 there were 140 centenarians in the United Kingdom, and now there are just on 3,000, with Her Majesty providing the Post Office with an unlooked-for bonanza with all those congratulatory cables.

Some ten million - a fifth of the population - are over 60, with an increasingly high proportion of expansion in the over-75 age range. Then there is early retirement, either in the cause of improved working conditions or as a result of structural under-employment.

There is also an increasing amount of "black retirement" (to adapt from the coinage "black economy"), that is, people in their middle-50s made redundant and who, despite their hopes and efforts, would not be employed again. Finally there are nine million non-working women, many of them in the 50-60 age category. One might hazard an estimate of 12 million over-55s who are not employed.

These are the older people; and one point can categorically be made about them. They are not only the worst formally educated cohort in our population, they are just about the worst - schooled elderly of all advanced western countries. In the days of their childhood, compulsory schooling was longer in Scandinavia, France, Germany, USA, Canada, Australia and New Zealand.

Ironically enough, in the days of their adulthood it was their taxes and rates which furnished the huge expansion of expenditure on British education. Only 5 per cent of retired men (less for women) have a degree or its equivalent, compared with 15 per cent in the 25-34 age group, and 80 per cent of those over 65 have no qualifications whatsoever. The vast majority of this clientele left school at 14, or even earlier, and

'The university of life has apparently taught older people to give education a wide berth'

entered largely manual occupations.

Is this important? Should we concern ourselves with formal education qualifications? What about, one yet again hears the gurgled cry, "the university of life"? What indeed? The university of life has apparently taught older people to give education a wide berth. Two aspects of this particular piece of popular scholarship thwart the frustrated educator eager to offer his wares to the elderly.

On the one hand, there is the commonly held view that growing older makes learning more difficult. On the other hand, older people, well indoctrinated by this stage, perceive education as being for earlier age groups. In an English study of 1970, two-thirds of over-65s regarded education as an activity for the young and maybe the middle-aged.

It is difficult to blame them. The notion that education is "apprentice bound" (that is, the short-term preparation of children for adult life) is difficult to shake, and the alternative envisioning of education as life-long access to educational knowledge must be also.

Such brave words are seldom heeded. Only 1 or 2 per cent of those retiring and those retired seem to be involved in learning activities. Surveys show that - in income, status and attainment - many of the derisively few students thus involved are already pre-disposed towards education. The majority remain to be wooed.

In his masterly *The Education of the Elderly in Britain*, Peter Laslett offers a five-fold definition of that right: namely, the rights to a fair share of the budget; the life-long provision of access to all institutions; to forms of national distance teaching; and the "recognition of their cultural and intellectual importance".

Unfortunately, the Beauty of Academe rarely outwits the Beast of Expediency in the harsh world of social policy. Educational history suggests that changes come not because they are desirable, but because they are unavoidable. Nevertheless, we should be no less vigilant in shaping unavoidable changes in a beneficial fashion. It is likely - at least it is more likely than a wholesale heart-softening of politicians and other decision-makers - that the education of the elderly will become a major issue when the absence of it becomes something of a social nuisance.

Now, like it or not, the "custodial" has always been a chief factor in the development of our education system. Pundits might argue about whether we have a highly expensive education system, because we have a highly developed economic system, or whether our technically advanced economy permits us the luxury of a

costly education service. What is certain is the civic justification of the education system. Put simply, an economic system that withdraws adults from their domestic bases into offices, factories and other places could not be maintained unless their children were supervised much of the time. The plea for nursery classes to liberate mothers for working purposes is a fringe example.

Over the last 150 years the relationship between educational expansion and the needs of the labour market has been very close. The Newcastle Commission of 1861, although maybe making a mess of a few of its sums, did draw attention to an unpleasant fact that led directly to the 1870 Education Act and its successors; in many large towns and cities the impasse had been reached where youths had neither schools to attend nor work to do. It is a condition not entirely unknown to-day, except that today the phenomenon is also growing, for the first time in sizeable terms, at the other end of the age scale.

'The education of the elderly will become a major issue when the absence of it becomes something of a social nuisance'

It is the civic and social hazards of these circumstances which are most telling. Millions with more or less nothing to do might create a social risk. One must not melodramatize. One does not visualize gangs of marauding pensioners roaming the streets mugging defenceless teenagers. The risk is there, nevertheless, and it is widespread risk.

It is fairly well understood that morbidity is, in part, a function of physical and mental lethargy and that, conversely, activity in its place is likely to delay deterioration. The hazard in broad terms is the incapacity of the community to offer succour to these many thousands. The answer must come not just in the continuance of negative remedies - monetary subventions, health and welfare safety nets - but in positive and constructive steps to provide opportunities for education, leisure, recreation and other activities.

If a massive programme for education for the elderly is to be assumed, then it should include something old and something new, and it is interesting how, in both cases, Beauty and the Beast are reconciled. First, non-formal cooperative learning networks need to be developed, with people acting as both teachers and learners as appropriate; it will be the dozens and scores of these at street and community centre level who will matter.

'One does not visualise gangs of marauding pensioners roaming the streets mugging defenceless teenagers'

Then, distance teaching methods - colourful, vital and encouraging - will also be essential. Both are "beastly", because they are the least expensive way of guaranteeing as general a service as possible; both are "beautiful", because they accord with the obvious need to de-institutionalize education for the elderly, if we are to attract huge numbers.

Some of this aspect is quite practical: a New York survey demonstrated that three-quarters of the elderly were not prepared to travel more than five miles to amenities, while in California one in five stated a preference for private, home-based lessons.

A report on *Education and Retirement* in 1960 said that "meals on wheels needs its educational equivalent". Twenty years on and the necessity is just that much more urgent.

Eric Midwinter is director of the Centre for Policy on Ageing. This article is based on a paper given at a seminar of the National Community Education Development Centre in April.

For information on the Forum on the Rights of Elderly People to Education, contact the coordinator, Dianne Norton, Age Concern England, 60 Piccadilly Road, Mitcham, Surrey.

network

The Atlantic College Peace Studies Project is organizing a working conference for teachers on the topic of Peace Education. The organizers aim to help teachers develop practical suggestions and strategies for introducing a "peace perspective" into all levels of education, and to launch a Peace Education network for Britain and Ireland. The conference will be held at Atlantic College from June 22-26. Speakers include Adam Curle, James O'Connell, Robin Richardson and Philip Noel-Baker. Further details from the Conference Administrator, ACPSP, St Donat's Castle, Llanelli, Major, South Glamorgan CF6 9WF, telephone 04465 2345.

The Spring edition of *Multiracial Education* is a double issue, focussing on "Race and the Media". It includes a piece by Stuart Hall on Thames Television's *Viewpoint* 2 series, a look by Bob Ferguson at some teaching problems in this area, and an illustrated critique by Patricia Holland on how newspapers present pictures of Third World children. The journal is published by the National Association of Teachers in Multiracial Schools, available on 12.50 including postage from Jo Rex, Business Manager, 745a Finchley Road, London NW11, telephone 01-455 0306.

Following the Government's proposal to reduce lead in petrol, the British Society for Social Responsibility in Science are running a workshop on lead pollution, entitled "Lead hazards". Professor D. Bryce-Smith will speak on "Environmental lead pollution and its effects on behaviour". Alan Dalton, of the Work Hazards Group of BSSRS, on "Lead in the Work Place". The final session will be devoted to discussion of future action. Admission is free; lunch will cost £1; refreshments will be available. The workshop is on Saturday 20th June, at the Richmond Fellowship, 8 Addison Road, London W14. Further details from CALIP (01-946 7542) or BSSRS (01-437 2728).

Human Rights and Wrongs is a booklet which aims to introduce 14 to 18-year-olds to some of the rights contained in the Universal Declaration of Human Rights. It includes two booklets from Peru and South Korea, suggestions for further study, and a resources guide, and is written by Jeremy Cunningham, who teaches at Stantonbury Campus, Milton Keynes. Available (price £1.35 inc. postage) from Index on Censorship, 21 Russell St., Covent Garden, London WC2, telephone 01-836 0024.

As a contribution to International Year of Disabled People, the latest issue of *Concern*, the quarterly journal of the National Children's Bureau, is devoted to children and aspects of handicap. It contains articles on disabled school leavers, working with parents of handicapped children, and adoption, as well as a piece by Jacqueline Smithson, who has cerebral palsy, in which she looks back on her experiences of education. *Concern* no. 38 is available (price £1.60 inc. postage) from the Book Sales Dept., NCB, 8 Wakley St, London EC1, telephone 01-278 9441.

Leading the way

Richard Wood
Jennifer Slater

"No one has been here before. No one knows the way," said Mr. Geoffrey Holland recently.

Without preparation we are to guide our fifth years into a wholly new way of thinking. One aim of a school was to shape its kids for the world of work. Overnight this is changed. There is no longer a world of work. There is a national training system.

The implications of this shift are not being urgently enough discussed. The practicalities start in the classroom. The very basis for our motivation, pupils is already undermined.

Their new requirements must be fully met.

We teachers should demonstrate our readiness to give a new purpose to main-school education by changing the nature of the sixth form. The numbers returning this September could double those of last year.

Pupils of limited academic potential have long been accepted in the open sixth. Now, many weakly-motivated students, even ones who have been rootedly anti-school, must be shown that they are just as welcome as those following examination courses.

The most attractive offering a school can make in these circumstances is a system of 'contacts' with industry, voluntary services and local government institutions. In-school courses should be lively and imaginative. The transition to comprehensive education and raising the school leaving age, many discarded since as too idealistic or too wearying, must be reactivated.

We have three months to plan these moves. Management are unsettling us with their talk of creating new sixth-form colleges or transferring the whole 16-plus age group into FE. We are

threatened by Geoffrey Holland's monster, the Manpower Services Commission. This kind of talk should be stopped.

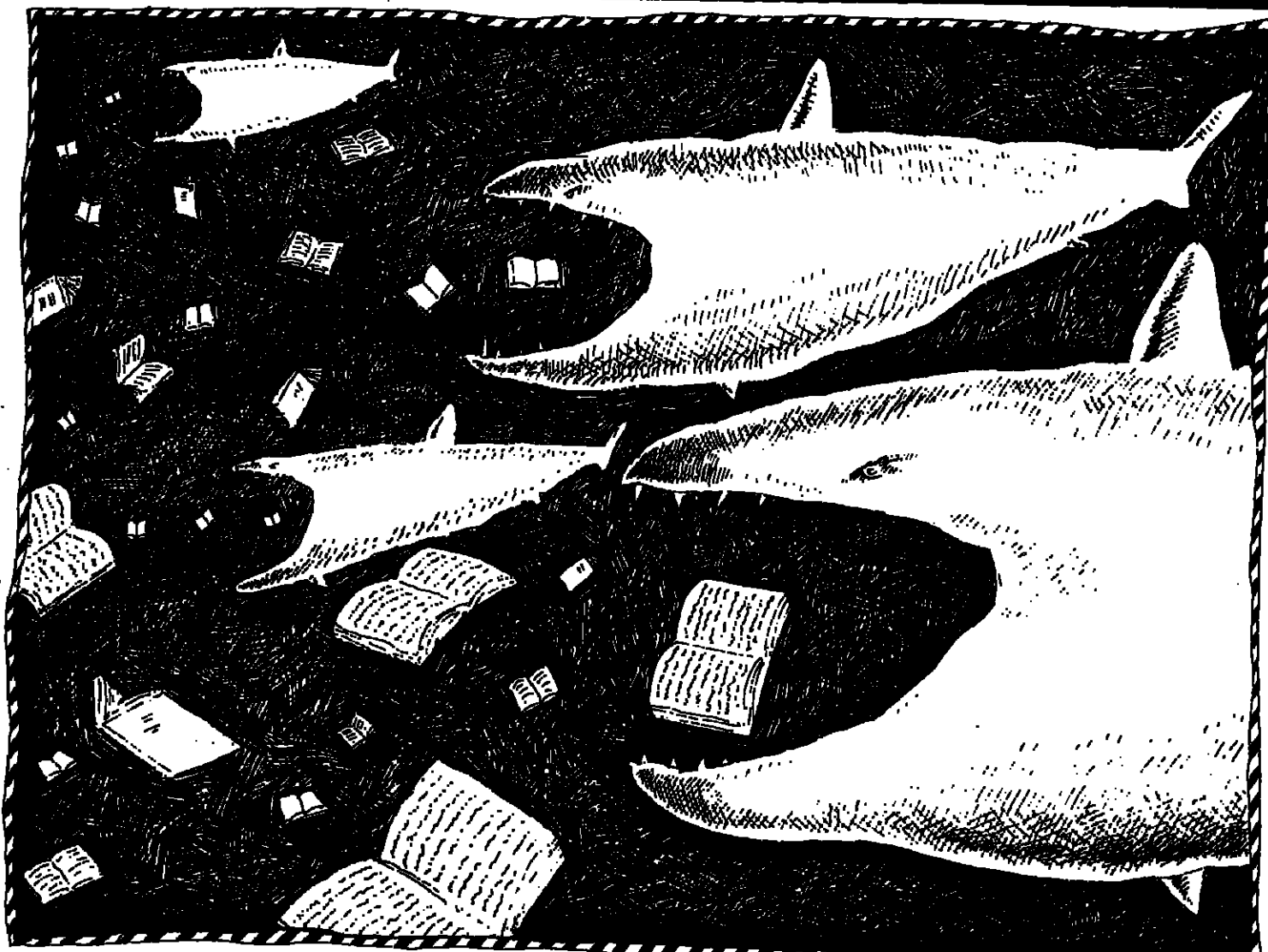
The expertise for servicing the needs of the 16-year-olds of 1981 is in the comprehensive schools. Their present outlook encourages teachers to see paramount importance to individual children. The new sixth form, presented in school by the increasing instability of society, and in particular, by the weakening of the family framework, year tutors and group tutors have had to offer their pupils the permanence and care missing elsewhere. We have the skills of social worker, counsellor, probation officer, attendance officer and policeman. We are the people who must lead the way into Mr Holland's unexplored territory. It would be unjustifiable for us to allow our pupils to be handed over to those whose skills are less specifically appropriate than our own.

Richard Wood and Jennifer Slater are Year Tutors, John Simonson High School, Leeds.



Old people can act as both teachers and learners, as in this community playground.

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Are teachers justified in rewriting
children's books in order
to help their pupils' understanding?

Linda Hall finds disturbing evidence of teacher
expurgation and mutilation

Too simple for words

A glance at any shelf in the children's literature section of a training college library will reveal at least one book, be it poetry anthology or juvenile fiction, that has been to some degree "bowdlerized".

Sometimes in bird, more often in pencil, student teachers work through a book, crossing out a word here, a phrase there, frequently substituting versions of their own for the author's originals. Often whole sentences are bracketed for omission, and paragraphs bear diagonal crosses.

These expurgations and mutilations of texts are undertaken for linguistic reasons. In the name of making language more "accessible", less "difficult" for the children to whom students expect to read aloud, literature is bled of all colour, life and soul. The English language, such a marvellously rich, flexible and accurate instrument in the hands of a good writer, is emasculated and deprived of its power to stir and impress us with its beauty and precision.

The modern expurgator is oblivious of the sheer magic of words, for example, as Leonard Clark once wrote, "Children apprehend long before they comprehend", and seems entirely unaware that words are made clear by their context. When a student has rewritten a book (and that is in fact what happens in some cases)

"There is nothing left remarkable" in it, as Cleopatra said of the world after Antony's death. The end result is just that sort of processed, standardized, simplified pap we associate with the yellow press.

The rich feast a writer originally concocted for his child readers resembles, after a student teacher's excisions, little more (and sometimes even less) than a starvation diet. No wonder so few children become "hooked on books". Experts lament the linguistic deprivation of the home background of so many of our pupils. Yet these practices by well-intentioned teachers do nothing to remedy the problem, but merely reinforce it.

Even the most simply written of children's stories do not escape the expurgator's pencil. *The Cricket in Times Square* by George Selden can be read to all junior pupils from age seven to eleven. This charming story of friendship between a mouse, a cat, a small boy and a cricket up from the country is couched in simple language throughout, and is only overtly American in two places - when referring to the underground railway as "the subway", and to autumn as "the fall". These are the only alterations that may be justified. However, the story, when I saw it, had been subjected to a massive and savage "re-writing".

One blanches at the unnecessary changing of simple verbs such as "enjoyed" and "separated" to "liked" and "came apart". Well-chosen verbs can convey more vigour and descriptive power than any number of adjectives. It seems that, the more precise and accurate the verbs, the more they come under attack from the expurgator, and the more the stuffily dull substitutes are likely to damage the author's meaning. For example, "creased" was replaced by "leaned", "rummaged" by "felt", "eavesdropping" by "listening", "shifted uneasily" by "moved", "lurched to a halt" by "came to a halt".

The silky superiority of manner of the cat in the story is beautifully expressed by the formality of

his speech, which is so simply done that infants understand it. Alas, this disappears completely, as "Pleased to make your acquaintance" and "Pay no attention" become "Pleased to meet you" and "Take no notice".

Worse than these quite unnecessary substitutions of the precision and accuracy of the original language for something lame and lifeless was the total rejection of the few poetic touches that were contained. "As the low sun reached long pale fingers through the tall grass" was rewritten as "The sun went down". "The sun paused in their courses and the wind held its breath" were crossed out altogether, as were delicate touches that most children would recognize instantly - "A shiver of pleasure went through Mario as the cricket ate from his hand".

The implications for the sensibilities, from the linguistic development, of our primary school children are, I think, profound and depressing. Where, if not in the better part of fiction, are they to have their finer and more sensitive feelings aroused? Language does exist in a moral or a conceptual vacuum. To deny our pupils language that will stretch them is to prevent them from advancing to more complex concepts.

Vocabulary which is exotic, strange or evocative is invariably expurgated by these appointed censors. Tomi Ungerer's *The Hare*, an amusing story for young juniors, plays with the sheer magic of foreign words, especially the lovely sounds they make. As this is a picture book, most "help" with the vocabulary is superfluous. Unmusical substitutes do not help to develop that feeling for words that the book sets out to generate. Sadly, "caro mio", "Adieu Aviatrix", "palustrade" and "dragon" were all erased, while "Messalina Prospect" was replaced rapidly by "town hall".

Even the simplest and most direct poetry, it manifests anything slightly archaic, is not allowed to reach the children "unimproved". *Twas* and "Twas" as they appear in Colley Cibber's *The Blind Boy* (included in Leonard Clark's *All Things New*) were carefully excised, while the whole of the last verse lost its original meaning in order that the "old-fashioned" words might be modernized.

"Then let not what I cannot have
My cheer of mind destroy:
Whilst thus I sing, I am king,
Although a poor blind boy."

This touching conclusion now reads as if the blind boy is insanely self-assertive.

"I'll not let what I cannot have
My cheerfulness destroy
And so I'll sing I am a king,
Although a poor blind boy."

Even punctuation would not revise this poetic corpse. Truly poetic writing, especially when encountered in juvenile prose fiction, is invariably eradicated root and branch. B.B.'s *The Little Grey Men*, for example, lost its beautifully evocative image of young green ferns in a spinney "pushing up like bishops' croziers from the dead leaves of last November" to the flat proposition "through". Even its evocative "in high summer Moss Mill was embowered with trees" was purged altogether of its adjective and had its verb re-cast as "circled".

One example I discovered which illustrates the ultimate danger that lies in doctoring texts was Roger Lancelyn Green's *A Book of Myths: The Story of Prometheus*, as usual, thoroughly mutilated by massive and senseless expurgations as well as by typically impoverished "re-writing". What was most disturbing, however, was that not only was the tenor of his conclusion missing, it was actually contradicted by the bowdlerized version. Green's ending is positive and hopeful, the other was defeatist and nihilistic.

In Green's version, only when Zeus shows cruelty, and as a direct result of his doing so, does Prometheus tell him of the prophecy against him. Zeus is "filled with gladness" and consequently welcomes Prometheus back to Heaven so that he can begin again his work of helping mankind. In place of this careful sequence of cause and effect, in which one good action breeds another, has been put a barely literate and lack-lustre sentence, suggesting that human affairs are arbitrary and meaningless and affected only by time - "many years went by and eventually Zeus's anger passed away".

Until we can eradicate this epidemic of doctoring texts we shall never convince our pupils of the worthwhileness of reading as an activity. How can it compete with television when it reaches them in these lifeless, stale and mutilated forms?

Linda Hall teaches English and Professional Studies at Bournemouth College of Higher Education.

The piece of writing shown below, and the way in which it has been marked, typifies our tendency as teachers of English to pay more attention to mistakes than to correct use of written language. As a result of this preoccupation with incorrectness, we pay more attention to the writer's handling of the medium than to the thoughts and feelings which the writer is endeavouring to express.

A teacher-reader might take a very different view of this writing from the view which is expressed by David's present teacher, or if she or he directed attention to what was successful about it before noting any inaccuracies. That is what I have tried to do, first by looking at the language, and after that by making a response through the language to the meaning which becomes evident for me as an attentive reader. Spelling: 126 words out of 147 are spelt correctly. Nineteen are spelt incorrectly, and "knarkey tod" I don't know about, so I haven't counted either way. If the correct letters have been written down, whether or not they have been punctuated correctly, I have taken the spelling to be correct - eg I for L, and "agreat" for "a great".

Punctuation. Eight sentences are completed, with a full stop. Seven of these eight sentences begin with a capital letter. There are possibly two further sentences, which full stops after "gentle but understanding" in the first long paragraph, and after "leads his life" in the second major paragraph, would literally point up or point out. Semicolons would do just as well in each case, perhaps better. Thus it is possible to accept that David has marked off each of his eight sentences.

Interestingly, he makes no use of the comma. I am sure that David is as familiar with the comma as he is with the full stop. Yet he doesn't make use of a single one, in spite of having several opportunities to do so. If we could find out why this is the case, we might be able to help David to consider the comma in future writings.

How far David is familiar with question marks, exclamation marks, speech marks and apostrophes we cannot tell, as there is no need for them in this particular piece.

Paragraphs. The piece is divided into two paragraphs, with separate opening and closing sentences which provide a framework for the whole and a link with the set title. There are evident semantic reasons for dividing the main piece of writing into these two paragraphs: the first offers a general description of the older brother; the second explains his move away from home, his present circumstances, and what he does for a living.

Grammar. The following words are used in a grammatically correct way: nouns, adjectives, coordinating conjunctions, prepositions, verbs in the present simple, present continuous and present perfect tenses, adverbs of degree, personal pronouns, possessive pronouns, relative pronouns. The verbs are all correctly used, in the first and third person singular.

Syntax. As well as main clauses, David has used adverbial clauses (both explicit and implicit) on several occasions. He has also used one adverbial clause of reason and two coordinating noun object clauses.

All these "rights" are readily "measurable", or at any rate readily discernible, if the reader is paying that sort of attention to the text. On this level of linguistic analysis, which can be made quite rapidly and without difficulty by an English specialist, David's work can be considered quite promising.

Proportionately, he spells many more words correctly than incorrectly, and he has grasped the principle of how to indicate sentence changes with full stops and capital letters. He uses seven out of the eight parts of speech correctly (we can't tell about the eighth, because there are no interjections); pronouns are used with considerable diversity; and in three different tenses all verb forms are correctly used.

So why did David only receive four marks out of 20, along with the comment "very difficult to mark"?

As well as looking at the language, perhaps we need to take a look at the meaning of the piece?

David was asked to write about the person he most admires. How effectively has he responded to this set title? His teacher was obviously not impressed by the information that David provided (or by the picture of his brother that David sought to put into words. As a different reader, I would respond positively to the following points:

David has given me a strong sense of Rob's temperament, compared with his brother Mark; he draws a picture, more a sit down play chess someone who is both reflective and creative. David tells about some of the interesting things that his brother does - painting pictures, writing the "knarkey tod" book in rhyme. I find this

Pat D'Arcy argues that teachers too often adopt a purely negative attitude in marking their pupils' written work, with harmful results

particular reference highly intriguing, and would certainly want to ask David more about it. His brother's recently acquired independence, and the fact that he "has done what he wants and what he does best", provides a justifiable climax to David's reasons for admiring his brother. It also reveals the younger brother's ability to analyse in a simple and direct way what the reasons for his admiration are.

Certainly the piece is short and there is room for expansion - but isn't the teacher-reader's job to invite and to encourage that? "Difficult to mark, 4/20" offers no such invitation.

Most seriously, the teacher has ignored the genuine feelings of admiration for his brother that David is expressing here. The "message" that David as a writer will receive from the teacher's response can only be that he has failed as a writer to communicate his thoughts or his feelings - that he is "no good at writing".

The other message, that the teacher, as a reader, has failed to respond adequately, either to his already substantial linguistic achievement, or to his quite detailed picture of his brother, will not be evident to David at all.

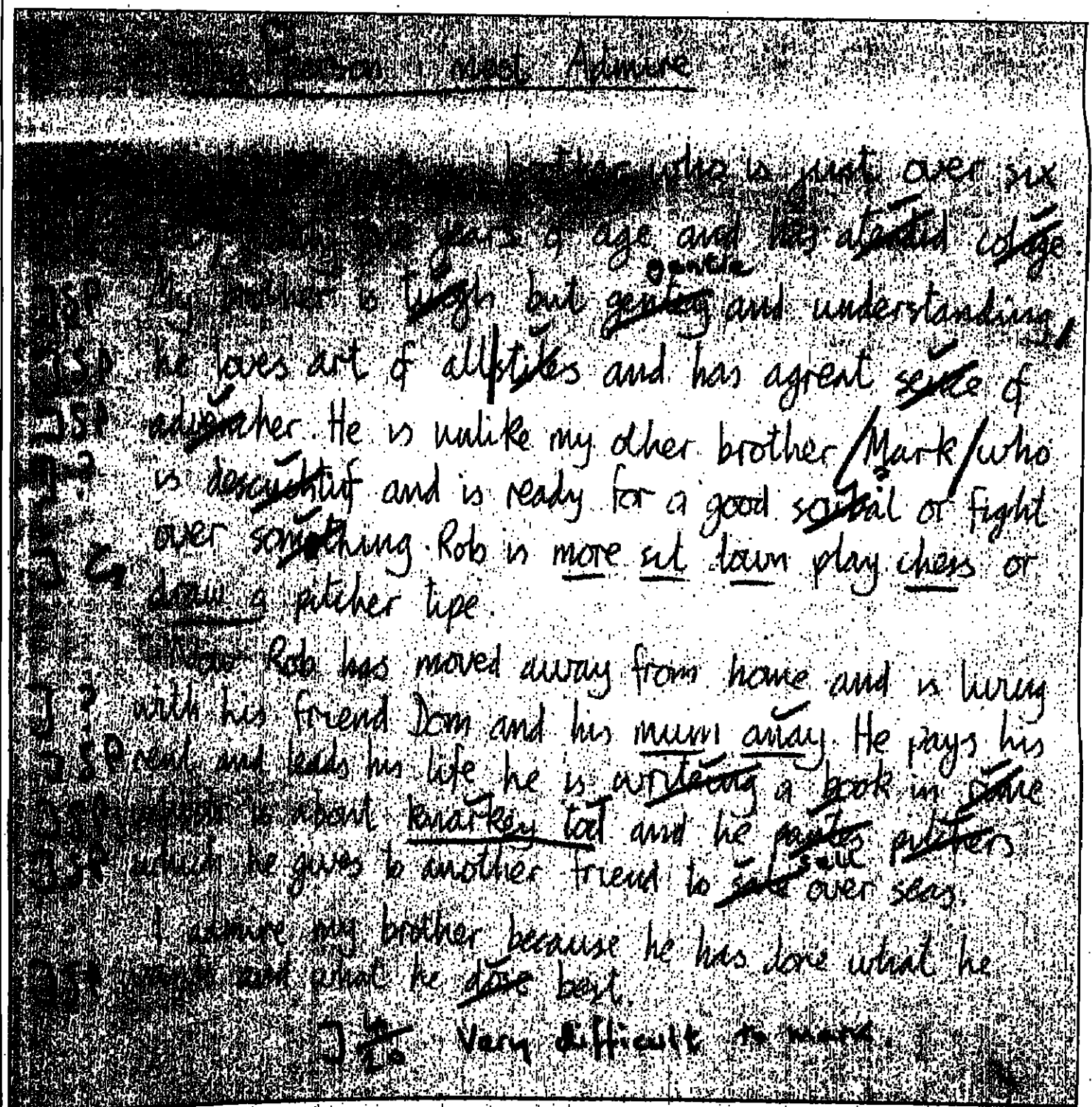
Teachers, good or bad, are powerful figures in the lives of their pupils. If they choose to respond only to the negative aspects of their pupils' work, then the message for each of those pupils will be incontrovertibly negative. They will almost certainly arrive at a view of their capacities as writers

In search of the positive

which is totally coloured by what the teacher chooses to see. This view is expressed time after time in the mark/grade and comment that she or he puts in red pen on their efforts.

David will finish his first year at secondary school convinced that in "English" he is pretty useless as a writer. My worry is that, like so many other pupils, the "evidence" on which he and his teacher bases such a conviction, is often at the very least questionable, and in some instances quite unfounded. Increasingly, however, the view of his or her capacities which the teacher reflects back to the child, will become self-fulfilling.

Pat D'Arcy is an LEA English adviser.



review

Reveries and fairies

What makes children's books tick? Joan Aiken on the inspiration behind the industry

The Promise of Happiness. By Fred Ingls. Cambridge University Press £17.50. 0 521 23142 6. Children's Literature Vol 9. Yale University Press £17.35. 0 300 92623 4. £5.65. 02647 1.

A portentious number of scholarly works on children's literature have appeared during the last 10 years. English-speaking fiction for children, which became noticeable in the fifties, and spectacular in the sixties, has now become an academic industry as well. Seminars on children's literature are hungrily attended; books on related subjects are published at frequent intervals. The formidable bibliography which Fred Ingls appends to his book *The Promise of Happiness* contains, among general literary criticism and psychology, at least 20 works dealing specifically with literature as related to aspects of childhood; and I can think of several more, such as Bruno Bettelheim's *The Uses of Enchantment*, which he has not mentioned.

One has to question the purpose of all this academic interest in children's literature. How did it come about? And, the sixty-four-thousand-dollar question, is it any use to the primary cause of the whole industry, the children themselves? Are learned studies of the good, the bad, the fantasy, the nutty-but-inspired, the virtuous-but-dull, actually going to help individual children find and read better books? Are they going to help children's writers to write better books?

Regrettably, one must conclude that the academic children's-lit industry is of little use to the children themselves; it is simply a spin-off phenomenon, actuated by the growth of the juvenile book industry over the last 30 years, as pop groups lead on the T-shirts, and central heating to double glazing. Children,

however, do read such paperbacks as they may find in the corner shop. Parents, when buying books for children, continue to buy what they enjoyed when young. Teachers and librarians no doubt read surveys of children's literature, but, poor things, since their power even to replace what books they have is disastrously dwindling, impressive results cannot be expected from this.

That being said, it must be admitted that Fred Ingls has written an interesting and readable book (interesting, that is, for those concerned with children's literature). The title is derived from Stendhal, who said that all art holds out "the promise of happiness" and the book's subtitle is *Value and Meaning in Children's Fiction*. The premise of his book, Mr Ingls tells us, is that the fables you read as a child are the brightest and best that you ever encounter; that fiction with this in mind, said he, attacks the subject from all angles. He takes a survey of English-language children's literature in two ways, from his own childhood reading experience, and then by tracing the rise of novels for children from the late eighteenth century, when, as he asserts, with the industrial revolution and the rise of the new bourgeoisie, family life retreated into a defensive redoubt, from which "strong, deep, but

shrinking stockade came the great tradition of children's novels." Half the book, therefore, is devoted to bringing us up to the present day, and the latter half is a commentary on contemporary writing for children.

Ingls's purpose appears to be twofold. One object, and the more endearing one, is simply to share his enthusiasms, garnered from his own experience, and, evidently, from much reading-aloud to his children and students. "Why," he asks, "should I want, and want so much... to share it? ... The re-enchantment of the universe is the point of a great deal of what is written for children."

His "why?" must surely be rhetorical. Everybody wants to share reading experiences, and the enjoyment of participating with one's children, or other young, in treasured books of one's own childhood must be almost universal. It is an irresistible pleasure to compare common joys, and many of Mr Ingls's literary devotions, from Tolstoy and Dickens through P. G. Wodehouse, E. Nesbit, Philippa Pearce, Russell Hoban, William Mayne, are such as must gain endorsement from any reader. So far so good; and the fact that some of his tastes are strongly idiosyncratic is no bar to the fun of accompanying Mr Ingls through his catalogue of reading. About King Solomon's Mines: "There may be good reasons for reading such a 'rattling good yarn' and many more for not being such a poker-faced humourless bully as to stop a child reading it; but its ballooning fantasy has no solid ballast." About Kipling: "The Puck stories... are the least damaged by Kipling's ugly callousness towards nameless, ordinary people caught in murderous events, by his lack of interest in ideas... The history in *Puck* and in *Reveries* and *Fairies* doesn't go anywhere; all we sense... is the darkness and mystery of power." About Tolkien: "The remorseless picturesqueness of

Eric Blom's 'best old places in the English Home Counties of fact and fiction.' (Though Ingls does go on to add, 'The Lord of the Rings is a heady book... The child who reads it will be puzzled and stirred, and that is right.')

Ingls's attitude to fantasy is somewhat ambivalent; he is not opposed to it in its place; fantasy, he says, can be an escape from boredom, so deadly to children; but the best fantasy is our heritage of fairy-tales: "an enormous, forgotten treasure-house, where a child may wander, picking up and fingering the abandoned relics which were once matters of life and death." He is not so happy about fantasy as manufactured by present-day writers. The school or genre of Susan Cooper, Judy Allen, Ursula Le Guin, Alan Garner, gets fairly short shrift. People read these novels, he suggests, because of the lack of incantatory rhythm in present-day life and prose. "These novels, which some children and more adults read until they are glassy-eyed and stupefied, take the measure of a deep longing to hear these decadent rhythms again."

Contrariwise, the tough, social-realist school of children's fiction gets even shorter shrift. Ingls strongly condemns what he calls "the grossness and indecorum" of *The Chocolate*.

Most adult novels these days, according to Ingls, are a mix of "self-accusation, moral guilt, black comedy, and rather insubstantial despair"; consequently he finds it a sign of the times that "the writers now capable of anything like such a mixture of ardour and wisdom" as that of Dickens, for example, "are only likely to be found writing for children. We only risk speaking of love, joy, peace, long-suffering, gentleness, truth, when we talk to the children."

Can this really be true? Must Patrick White, Iris Murdoch, Margaret Drabble, Anthony Burgess, and other adult writers be so summarily dismissed? And is the reason why writers turn to children's fiction really because they want to speak of joy and peace? Russell Hoban, for example? Or Peter Dickinson? Or Leon Garfield? Or T. H. White?

I think the causes that produce children's writers are more complicated and various than those adduced by Mr Ingls. A simple one, for instance, may be reaction against the sophistication or unstructuredness of adult fiction; a wish to return to a simpler, more formal genre. Or there may simply be a need to have some certainty as to where one's readers are; for, as Gore Vidal recently remarked



The internal economy of Dotheboys Hall

late War, by Robert Cormier, and other such novels; because, he says, they force brutal events too abruptly upon the reader; for telling children that heroism is a dead end; because of the authors' ambiguous attitudes to power, and because of "the narrative convention which traps us inside the hero's skull and denies us the means of freeing ourselves from, and criticizing, his plight." (This last objection seems to me to contradict the author's earlier terms of reference for the children's novel, which include "conscious limitation of formal intricacy... greater simplification... though not superficiality... of moral issues, together with painstaking and explicit commentary.")

Having shared his enthusiasms and disapprobations, Ingls's main purpose is, we soon realise, a moral one. His "message" is clear, and it is repeated at frequent intervals throughout the text. "The best writers seek to create an ideal social order out of the values there are to hand... a novelist ought to create fictions which criticize the life he finds about him from the standpoint of the finest life he can imagine." It is plain that the kind of books Ingls likes best are those with a firm social message, set in a recognisable social background. "Implicit in every good story we tell to our children (setting aside the story-tellers who are raised with cynicism) is the moral: 'Look, you're grown up. We haven't managed it, we older ones; perhaps you will.' Whatever has happened to the idea of beauty and happiness in adult art, our children must keep faith with their radical innocence. That is our own, and the novelist's act of faith for the future."

These are stirring precepts. And one can hardly disagree, without seeming anarchistic. Of course children should be innocent. But what if they are not? Of course we would much rather they read *The Secret Garden* and *Huckleberry Finn* than *The Clockwork Orange* - but what if, bombarded by the experience of school, city life, film, television, they have, willy-nilly, left innocence behind? What can they read then? I do not endorse such a state of affairs; I merely ask the question.

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In an essay in the New York Review of Books on the Novel of Ideas, nobody actually reads the Serious Novel, any more, including the people who write them. "They are apt to read Agatha Christie if they read at all." Assailed by justifiable anxiety regarding the education of adult book-buyers or readers, many practical practitioners turn to writing for children. Of course one would like to think they were guided by such principles as those of Mr Ingls. "To take seriously the business of writing novels for children is to show the way the world goes and how they should see it; but how many novelists, either for adults or children, are actually guided by such exacting considerations when they sit down to the typewriter? Producing a work of art, on whatever level, whether lofty or humble, is a chancy, unpredictable business. It is all very well to say, 'My task is to do good in the world,' but inspiration, if it takes over, tends to leave little space for moral considerations. And an inspired work, whether with moral message or no, is surely better than a pedantic tract, however worthy its theme? But Shakespeare, when writing *Hamlet*, stop to ask himself whether his play was going to improve relations between mothers and sons?"

It is perhaps unfair to tease Mr Ingls; I admire his thoroughness. I share many of his opinions; but I confess I find it hard to live up to them all, and turn with some relief to a more relaxed writer. John Seelye (author of *The Adventures of Huckleberry Finn*, a piece of very black comedy) called *Notes on the White-House Culture*, in *Children's Literature*, Vol 2. Mr Seelye says, "The subversive element in the thing children seek in whatever literature they read... In Jo March we have a truly subversive figure... Huck is subversiveness itself. He also observes, 'What I find most fascinating about children's literature is that so much of it was not written for children... not as children much interested in the stories other children tell.' Children, as Said pointed out in many of his stories, notably *Motives* and *The Story Teller*, want, in their literature, at least to some degree, a glimpse into the wider world of grownups."

Children's Literature 9, which is the Annual of the Modern Language Association Division on Children's Literature, and the Children's Literature Association of US, contains 16 interesting and widely varying articles by different contributors ranging from Buckminster Fuller's editorial, *Every Child is Born a Poet*, to Tom Davenport's technical notes on adapting folk-tales into film. There are a couple of essays on Alcott (who seems to have been of haustible fascination for American academics, especially since the discovery of her blood and thunder adult novels); a stirring and entertaining discussion of *Peter Pan* by Martin Green ("Disney and Barrie were made for each other," he says); and a terrific report by Jérôme L. and Dorothy G. Singer on results of research into the adverse effect of television on children's development in verbal and creative ability. We poor, children's writers, had better write while the going is good: "L'homme n'écrit rien, sur le sable. A l'heure on passe l'aquilon."

Joan Aiken's latest historical fantasy, *The Silver Lake*, is reviewed in today's children's books extra.

Reporter with an artist's eye

Cockburn Sums Up. By Claud Cockburn. Quartet £8.50. 0 7043 2266 8.

Two pieces of Mr Cockburn's journalism have remained in the repertoire, if not the popular, imagination and they will no doubt survive Mr Cockburn's death: one of them is the paradoxical headline, "Small Earthquake in Chile. Not Many Dead", and the other is the phrase "The Cliveden Set". These two inventions, in a sense, represent Mr Cockburn's character as he expresses it in this autobiographical volume: a certain wit, a certain wit, an ability to be amused rather than bored or horrified by the events of the world, and also an ability to conjure up a slogan, or a catchphrase, which bears only a vague or tenuous relation with reality. He has a quirkiness of spirit combined with an amiable gift of believing in his own publicity.

Cockburn Sums Up covers his career rather in the manner of a fairground Barker, who has to combine several attractions within the same speech and with the same enthusiasm: birth in Peking; attendance at school run by Graham Greene's father; working for *The Times* in Berlin; attendance at the obsequies during Wall Street Crash; meeting with Al Capone; only begotten of *The Week*; Spanish Civil War; Second World War; working for the *Daily Worker*; *Punch*; and then *Private Eye*. Like these small glass paperweights in which, if shaken, the snow will start to fall, Mr Cockburn's life has been a transparent sphere in which the events of the world have somehow been pinned together and now exist in a somewhat jugged and random relationship with each other.

This is not Mr Cockburn's first attempt at autobiography; it is, in fact, his fourth - and as a result some of the material employed here is rambling and repetitive. Characters emerge for a page or two, and then vanish into the windy and capacious recesses of Mr Cockburn's mind. Certain incidents, like Mr Cockburn's behaviour during the Spanish Civil War, are dealt with in an ambiguous and hurried way; certain of Mr Cockburn's beliefs, like his much touted and often criticized communism, are only casually alluded to. But despite the disadvantages, the book is never boring. Mr Cockburn's personality comes alive in the pages of this book, and the man writing this book is humorous, alert, perceptive. I do not know if Graham

Greene is right, in his foreword, in saying that Mr Cockburn is one of the "two greatest journalists of the twentieth century" (the other being Chesterton); but I am sure that Mr Cockburn is one of the funniest, one of the least pretentious, and one of the most vigorous.

It might be said, in fact, that he measures up to the standards of his illustrious Scottish ancestors, whom he describes here as "gay, civilized and earnest". But not quite. Gay and civilized, certainly, but not. I would think, earnest. Despite his apparent commitment to communism, and his occasional outbursts against the hypocrisy of the British press in particular and the British ruling classes in general, he strikes me as being a fundamentally unselfish person: "unserious" in the sense that he plays with propositions and beliefs without necessarily fully understanding them, that for him it is often more important to sound right than to be right. He has too great an appetite for the world, and for the people in it, to ask "What is truth?" and he is too restless to ever stay for an answer.

As a result, *Cockburn Sums Up* is a book to be read for its anecdotes rather than for its analyses. Within it there are some wonderful paragraphs in which a man's character is suddenly brought to life: his relatives, Vladimir Beliakoff, Lord Beaverbrook, Randolph Churchill, Malcolm Muggeridge are delineated more accurately and observed more sharply

No hot-house prodigies

Leicestershire Schools' Symphony Orchestra. St John's, Smith Square.

At viewers of the television programme Arena will recently have learnt, Leicestershire School's Symphony Orchestra's maintenance of artistic standards, has been impeded by the sudden removal of its teaching staff. Leicestershire education authority runs no less than 10 orchestral groups (six full orchestras, one string orchestra and three wind bands); at first the illustrious orchestra will not feel the loss of its players from the lower echelons being cut off, and in four and a half years, it is calculated, the outstanding qualities of the first orchestra - which have been steadily reaching and nourished since 1948 - may have been eroded away.

The L.S.S.O. is not only one of the best-established and best of English youth orchestras (and hence of world fame), it is also one of the most genuinely youthful. It is average age under 20, and the ranks are in no way threatened by teachers or ex-

members. Everyone is indeed at a Leicestershire school and it is remarkable that ordinary children (no hot-house prodigies) from a relatively small catchment-area and aided only by fine ideals, fervent discipline and an exceptionally gifted and enlightened director in Peter Fletcher, should have achieved the heights of last Tuesday week's concert at St John's, Smith Square.

This followed the orchestra's daring policy "in offering exclusively twentieth-century works - four of them, and very difficult. There were two pieces by Charles Ives, *Central Park in the Dark* and *The Unanswered Question*; George Crumb's early, unfamiliar *Variations*, which was actually receiving its UK premiere; and Tippet's second symphony, a work that has made professional musicians notably nervous in the past. (The Leicestershire players have had the benefit of close personal contact with Sir Michael over the years, and they have just recorded *The Shires Suite* written specially for them.)

Such an apparently foolhardy choice of repertoire was immediately vindicated by the confidence and collective idiomatic sense of the orchestra's handling of Ives's rhythmic and textural complexities in a most unsympathetic acoustic. The Crumb

work - which turned out to be surprisingly dominated by Second Viennese School influence - afforded opportunities for the display of individual finesse, and they were taken. The great triumph of the evening, though, was the Tippet symphony, and particularly its first movement. Peter Fletcher had definite ideas about the work's speeds and shapings; his musicians, amazingly, had the wherewithal to realize them - and in few places for orchestra are strings and wind asked to perform such elaborate and athletic feats. Only the sonorous strings' theme of the slow movement - "majestically spacious and deep-breathing" - seemed to me at all irrespectively at fault. The first movement went at the right speed, with the right luminous exuberance, and the tuning problems at the beginning did not matter in the least.

The L.S.S.O. has already raised £5,000 through its own efforts to help avert the impending catastrophe. And the authority has a scheme called "Lamp" by which it has hoped 300,000 rate-payers will each be persuaded to donate £1. The more unanswerable protest against the vandalism in high places was the orchestra's radiantly life-enhancing playing of Tippet at St John's.

Paul Driver

Cinema

Something of a gift

Of the three German directors, Werner Herzog, Rainer Werner Fassbinder, and Wim Wenders, who has recently made an impact here, Wenders is perhaps the most accessible. He has used Anglo-Saxon sources (e.g. Hawthorne's *The Scarlet Letter*, Highsmith's Ripley books) and Anglo-Saxon actors (e.g. Dennis Hopper; also Nicolas Ray, with whom he made a last tribute to the American director, *Lightning Over Water*). He is working on a film about Dashiell Hammett. He has even produced an Anglo-Saxon film, lending his own crew to Chris Petit's elusive and allusive *Radio On*.

Wenders is something of a gift to the programmers of the National Film Theatre. His films have not been widely seen on the circuit; he has produced a certain amount of film criticism, thus providing a standpoint from which to view his own work; and his films make conscious reference to the cinema.

The NFT season, running throughout June, intersperses his work with films about which he has written or

with which he has been otherwise connected. They include *Easy Rider*, *Strangers on a Train*, *Oz's An Autumn Afternoon*, and Ray's *Bigger Than Life*; more surprisingly, Truffaut's *Mississippi Mermaid*; Leone's *Once Upon a Time in the West* stands as an example of a film strongly disliked by Wenders. There is Godard's *Contempt*, which inspired a long thought-piece by Wenders on Fritz Lang and his place in German and American cinema. There is Maurice Haton's *Long Shot* - another film about film-making - in which Wenders appears, and *The Left-Handed Woman*, by his friend and collaborator, Peter Handke, the Austrian writer, and author of *The Goalkeeper's Fear of the Penalty*.

The season, accompanied by BFI Dossier No 10 which provides translations of Wenders's reviews and further information on the director, shows NFT programming at its best, enabling us not only to see the whole body of a director's work, but also more familiar films in a new light.

Sue Lermoui

Meeting the artists

"It's a bit of a casual daub, Kossoff, and what's that supposed to be, Lanyon?" I'm imagining work from the two exhibitions currently at the Oxford Museum of Modern Art turning up in a school art class. How spiritually and emotionally far is it from the work you do as a child to the record you leave behind you as a professional artist?

"I wasn't satisfied," Peter Lanyon is quoted as saying, "with the tradition of painting landscape from one position only. I wanted to bring together all my feelings about the landscape." The main forces of his time, except in a somewhat sentimental and fuzzy manner, but what we have, instead, is something equally important: a reporter with the eye of an artist, and with the soul of a stage manager. It is difficult sometimes to believe precisely what he presents to us - reported conversations are often too perfectly appropriate to the situation; certain images and incidents have an air of, shall we say, Charles Dickens rather than Henry Mayhew

I wonder what and how Leon Kossoff painted when he was a child. Now, close to his paint looks like a natural disaster: floods of lava swirling by currents and storms and only just held in place to make forms. Here is father

and here is father again and here again. And just a few other characters painted and repainted.

The Oxford gallery has been enlarged and an education room is ready to be decorated and furnished if money can be found. It will serve a good and rare purpose if it can rescue art from art historians and bring to the fore real questions. If you start to wonder why Peter Lanyon pushed hither and thither here his thin lines and there his rough charcoal, and why Leon Kossoff paints Dalston or his Dad to blur all bricks and bones, then you begin to meet the artist and not merely his captors.

D. J. Hart

Leon Kossoff until July 19th, then at the Graves Art Gallery, Sheffield, 26 July-30 August.

Peter Lanyon until July 4th, then at the City Museum and Art Gallery, Plymouth, 11th July-22nd August.



"Music Makers" by Christopher Barber (11) - an example of the high quality craft-work at the Show

Cadbury's National Exhibition of Children's Art 1980/81. The Castle Museum, Norwich, to June 14.

The only unchanging aspect of these epic shows, which have been with us for 33 years, has been the content. Certainly the ethos behind the then *Sunday Pictorial's* revolutionary gesture of tossing the "self-expression" ball into the educational court (with its resultant permeation of many subjects of the curriculum), is now being somewhat scumbled, with mutters from members of the selection board about "false spontaneity" and the need for "teaching".

But if Child Art is to be thus modified, with the days of big brushes, powder paint and large sheets of sugar paper numbered, there is little sign of it. For here, barely disguised, are the timeless stages: the move from symbolism to a greater sense of overall design, the occasional grasping of the mecha-

nics of what is seen - and finally the technique and projected ideas dominated to some extent by the public examination requirements. The exhibition culminates in the works of the winner of the Art Training Award - this year, with much decoration and lightness of touch, that of Maureen Clifford (17) of Glasgow.

Ray Rushton

Impressions of Paris seen through the eyes of its painters. This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contains the story as it was, on the canvas of its artists, and so it is today, in photographs, that still its essential character. Available free on loan to home film societies and organizations. Apply to: TIME OFF LIMITED, 2a Chester Close, London, SW1. Tel: 01-238 8076.



An illustration from Russell Hoban's "A Mouse and his Child"



Radio No prissy rubbish

Frances Farrer on 'Walters' Weekly'

The mystery of whose idea it was to have an arts programme on Radio One is very deep. We know there are restrictions about the quantity of music, so there must be some chat. But an arts programme seems at least a bizarre solution. John Walters himself, of *Walters' Weekly* (Saturdays, BBC, 4pm), can only say improbably that "they thought they ought to have something arty". But if by this "they" they meant the BBC, it is about cars and cars and cars.

The second mystery, why this kind of talk programme should succeed on Radio One, seems even deeper. *Walters' Weekly*, which was launched at the same time with much better prospects, has not done well. It has Dave Lee Hays, a monster of the radio, and it has a host of other talents, but it seems incongruous, and of Radio Four, where you might expect

"I don't want it to be an arts magazine", he says. "There's plenty of those. My programme's more to do with entertainment and leisure, but good stuff, I hope."

Last month's good stuff was an incredible variety. We got new wave comedy with Alexei Sayle (good), racism in the arts (worthy), a long piece about *Cats* (unaccountable), an interview with Pavarotti (boring), the thoughts of darts champion Eric Bristow (thin), a long feature by John Peel on Lonnie Donegan (excellent) and two items on alternative artists, one visual, one a musician, that exposed some popular myths about arts council grants.

All this is linked with snippets from the papers, relevant music, comments, jokes, and recommendations for the following week's broadcasting. Last Saturday these included a soft sell of a programme on Landseer: "he did mostly those imposing Victorian animals", and a suggestion that it might be fun to compare *Goldfinger* with *The Archers*.

John Walters does most of the interviewing himself, and when he uses other broadcasters they are more likely to be practitioners than critics. He got Alan Minter to review *Raging Bull*, for example, and Bill Bryden to comment on the work of Acme Acting, who can be booked to perform *Psycho* (or play of your choice) in your front room.

The quality of these items is as variable as that of the ones Mr Walters does himself. He is the first to admit this. He also admits that this policy of not setting time limits can lead to items being allowed to run too long. Something he defends fiercely, along with his refusal to see Radio One's audience as "the next cast of a Mike Leigh play". Words like "alternative", on the other hand, make him snort with derision. One doesn't dare even to venture suggestion of "educational function": prissy would be a fraction of the reply. But a man who can describe the cats in *Cats* as looking like "punks with tails at a prehistoric disco", and the show as being "exceptional icing from which the cake is made", is not likely to be too strict.

Stuart Bailey's litter exhibition at the ICA, and still get on *Pick of the Week* four times in twenty weeks, has somehow got to be taken seriously.

Theatre and education Flowers out of concrete

Whether the parasite is the right creature to tell its host how to survive is an analogy that one likes to think haunts more public figures than it seems to. Two theatre groups I have seen lately have freed themselves from it as much as actors can. Working vulnerably close to their audiences, both in prior research and in performance, they are letting themselves be used as a kind of community self-awareness. The people hereabouts thinking aloud.

In the north-west of Birmingham the Platypus Company is performing *New Claims* for schools and whoever else wants to book it. This professional company is finding it hard to make a cent out of its work. It is trying to get a club cabaret show off the ground to make money) and of course entertainment about unemployment is unlikely to draw commercial sponsorship.

At the Thomas Telford School in West Bromwich I saw the company take a couple of hundred pupils, many of them black, through half an hour of aversion therapy for what for many would be the youngest on the dole as both goofy and cool. In this way he can make the audience laugh at the absurd bureaucratic pomposity of the Job Centre, the dole office, the DHSS and the job interviewing panels, while still keeping his wits intact. Indentify-

ing with him it was possible to remain superior to all who had the power to fatalize you.

Perhaps the most painful question raised was, if you've got no job will your girl-friend still want to know you? It was this kind of potential ache that the four actors let surface in working with a smaller number of the pupils afterwards.

For the Handsworth Community Theatre Project funded in part by the Inner City Partnership Project but now desperately looking for continuing support - the tramping of mad the same ground was expressed more rawly. These young amateurs, mostly Brummie West Indians and Asians, led by the long established agit-prop band Theatricals, put across to the local in Balsall Heath a sometimes scolding and sometimes explosive sense of anger and bewilderment. *Walking the Soho Road* could become a sad new widely-shared song.

With the avowed purpose of making flowers bloom out of the concrete, *Kids on the dole* puts the soul back into multi-media work. And in open discussion that followed the performance one realised that audience participation is no fancy theatrical notion but the life-blood of public theatre.

D. J. Hart

The woman's prison

With the agreement of the local authority, the Coventry Belgrade Theatre-In-Education team is now able to require that all teachers attend a preview for pupils who will see its work at a preview. At the one of Mother's Day and it was cut out.

What is left is still very strong stuff, with "not much" dilution of recognisable reality. I suppose only the sexual factor is missing. The question is, should Sandra go out to work? Her husband, Keith (Mark Rees), says no, and sulks; her daughters - in the same age range as the audience - say no, because the daily routine runs more smoothly when she is at home.

So Sandra demonstrates her average day, speaking directly to the audience. She is bored, lonely and generally miserable, and all she wants is to work a few hours a week in the pub. Off-stage we hear the denaturation of Nell, off school ill, and of the new baby. I have seen this team in their "sit seats" - staying in character to talk with small groups - with older pupils, but seeing them at work in Ravensdale Junior School in Coventry there seemed to be even more of a primalive magic at work.

D. J. H.



I had had a bit of education, before I found myself in the army, and so I felt rather superior to the common run of men. There was, for instance, the ancient lance-corporal who kept putting up notices headed: "Duty. Rooster". I used to fall about, and induce other young soldiers to fall about, at the man's ignorance. As well as knew, a rooster was a cock bird in a farmyard; nothing whatever to do with a rooster, which was a list of names and duties. The fool couldn't spell, so we laughed at him.

Many years later I discovered that the Dutch word for a gridiron, or list of names and duties looks rather like a gridiron, that is what the Dutch

W. S. Browalle

Innocent of ill will

Marghanita Laski on the genesis of 'Little Black Sambo'

Sambo Sahib. By Elizabeth Hay Paul Harris £7.50 904505 91 X

Never, never, never make an outright sale of copyright. This is the lesson that should be learnt from *Sambo Sahib*, the life of Helen Bannerman who wrote and illustrated *Little Black Sambo* in India in 1899 for her two little daughters left in Edinburgh. Another copy she allowed a friend, Mrs Bond, to take back to England to try on publishers. The long established agit-prop band Theatricals, put across to the local in Balsall Heath a sometimes scolding and sometimes explosive sense of anger and bewilderment. *Walking the Soho Road* could become a sad new widely-shared song.

With the avowed purpose of making flowers bloom out of the concrete, *Kids on the dole* puts the soul back into multi-media work. And in open discussion that followed the performance one realised that audience participation is no fancy theatrical notion but the life-blood of public theatre.

Little *Black Sambo*, which inevitably set the pattern for subsequent books, was as innocent of ill will as a children's book can be. It was set in India because India was the Bannerman's home, the natural place to set a story for the children exiled in Scotland. That its hero was an African has and needs no reason; Mrs Bannerman's books, as *The Times of India* said of *Little Black Quasha*, "never trucked with probability". The suggestion of some memory, conscious or unconscious, of the life blackamoor with the umbrella in *Struwwelpeter* is plausible; one of Helen's letters shows her own little boys dancing naked in the rain, nearly as black, she says, as great Agrippa's little boys. The suggestion that she presented blacks as especially greedy because Sambo ate so many pancakes is so nonsensical as to seem parody - except in today's climate of

remembering that many were admirable women without any apparent tinge of racial prejudice. Flora Annie Steel was such a woman, as Violet Powell's biography has just reminded us. Helen Bannerman was another, and it may be relevant that both were Scotswomen. Hay has some shrewd comments on essential differences between Scots and English in India.

Helen and her doctor husband had been childhood friends in Edinburgh. His work in India was principally concerned with the conquest of bubonic. Both were religious, sociable, philanthropic, cheerful and good - good parents and good friends, and the latter to Indians as well as to Scots and to English. Helen's illustrated letters home, some reproduced here, make that plain.

Hay's book is a pleasant life of a nice woman, suitably published in Scotland where, were it not for the controversy, its interest would principally lie. But no one with any sense, black or white or brown, can after reading it make Helen Bannerman's books a fair excuse for campaigns which, in effect, only emphasize racial differences. The real moral of Hay's book, for people of all colours, is the one I started with: never, never, never make an outright sale of copyright.



Above left: Helen Bannerman aged 27. Above right: Sambo, sympathetically portrayed in the first edition. Below, the distortions of prejudice: a greedy Sambo from 1921, and a humiliated blob from 1917.

How many maths schemes have an obvious and consistent structure? Peak Mathematics does

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Science and needs

The Resources for Learning Development Unit in Avon has been reprinted. Paul Denley discusses projects which will start up again.

The Resources for Learning Development Unit in Avon was set up in 1974 to investigate some of the claims made for resource-based learning formulated as a result of the Nuffield Resources for Learning project. In science, the work has resulted in the production of a large bank of resource material for 11 to 13-year-old pupils and the development of a system of classroom management for independent learning.

All materials produced by RLDU are written by teachers in schools who work co-operatively with an editor who co-ordinates the production. A professional graphic design team are used to develop materials which are visually attractive, educationally effective and inexpensive. The editor works in collaboration with a group of teachers who determine areas in school science teaching where there is a need for new resource material. Following production for the 11-13 age range, the latest project is concentrating on 14-16-year old pupils of low scientific attainment. This project called *Science for the Individual*, draws heavily on the experience gained from earlier work.

The RLDU make a distinction between information-carrying material: whether printed, tape, filmstrip, etc. (the resources), and the instructions given to pupil about how to use them (pupil-guidance material - in the RLDU system carried on task-cards). This system could be contrasted with the more traditional approach where the teacher provides the information and the pupil follows instructions.

When comparing the two, the task-card allows resource material to be used in

different ways by pupils of differing abilities or even differing ages. The method also encourages co-operative production of resource material and allows courses to be easily modified.

Science for the Individual aims to develop a large bank of resource material mainly in the form of 12-page A4 booklets containing background information, instructions for experimental work or both. Careful attention has been paid to layout, reading age and content and they are designed for maximum flexibility of use. The booklets themselves, in contrast to most commercially published schemes, contain no questions or activities. These are supplied by the teacher according to their needs in the form of instructions on the board or task-card.

Teachers involved in the project report that commercially published schemes are rarely used in the way envisaged by the author or publisher. For this reason no attempt was made to produce a course, or even to define an objective for each booklet.

Instead, teachers would be able to select booklets to make up their own courses and determine their own objectives through the pupil-guidance material. For convenience, eight booklets are grouped under a topic heading such as Body Maintenance, Man and the Environment, The Senses. Each topic has a short Teacher's Guide containing details of practical work, and a series of task-cards.

Teachers may duplicate for class use if required or use them to provide a

Chapel photos

by Peter Dormer

The Octagon is the new home of the Royal Photographic Society (RPS) in Bath. Built in the eighteenth century as a private chapel for wealthy people who bought their pews, the Octagon now houses three photography galleries, a library, and a film/lecture theatre. The galleries are spacious, and have been converted without damaging the atmosphere or proportions of this classical building.

The main Octagon gallery offers changing exhibitions of contemporary photographs. The current show (until July 4) is a retrospective exhibition of fifty years of Bill Brandt's photography. Apart from Brandt's famous photographs there are also prints from the 1930s and 40s that have not been shown.

On the Octagon's balcony there is a permanent show tracing the development of photography from the 1830s to the present day, and in the Long gallery there is an exhibition about the pioneering work of the nineteenth-century scientist, Sir John Herschel.

The 'Herschel' exhibition (until June 27) includes photographs, photograms, photographic drawings, and prints by Herschel, and by other photographers, including Henry Fox Talbot, A. J. O. Reade, and Henry Taubert. A lot of the material is as sensitive to light that it is unlikely to be exhibited again.

And finally, there is the Link gallery, a spacious corridor that takes the visitor from the entrance and shop to the main galleries. It also features changing exhibitions. Here, the opening show (until June 30) is drawn from the 'Polaroid' collection which covers developments in photography over the past 30 years.

Educational visits and parties are encouraged. Entrance charges of £1 for adults and 50 pence for children are reduced for parties. The RPS National Centre of Photography, The Octagon, Milson Street, Bath, BA2 5BQ.



Left, Orson village headman on official chair. Right, two leaf-cup makers

Cultural significances

by Nick Thomas

India Perspectives
Three sets of 12 35mm colour slides, with teachers' notes. £3.15 each, plus VAT.
Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, West Yorkshire WF3 2JN

Perspectives is intended to give concise samples of lifestyles in countries around the world. These three sets on India, 'City Life', 'Village Life', and 'Life in Bihar', concentrate upon the contrasts between urban and rural, rich and poor, modern and traditional: three pairs of opposites which, as the set shows, often overlap but by no means always correspond.

The sets contain slides and explanatory booklets designed for use in the classroom. The slides are of high quality, and packed with material which the notes skilfully develop. We see the dentist and his patient, the woman in mid-street, the woman making cups from leaves, the Indian version

Race issues in greater depth

Liz Heron reviews 'Multiracial Education'

A look at the contents page of "Race and the Media", the special double issue of *Multiracial Education*, is enough to convince regular readers that something very different is being offered. It is also guaranteed to prompt interest from a much wider readership than that reached by the former NAME journal of the National Association for Multiracial Education.

Two issues of the newly constituted journal have now been published. It has not only a new format - the well designed and produced double journal is bigger, and a striking departure from the former A4 magazine style. It also has fresh editorial directions, giving space to longer, more analytical articles alongside the familiar resource mix of reviews and information.

The first issue led off with the text of a talk on "Teaching Race" given by Stuart Hall, formerly director of the Centre for Contemporary Cultural Studies in Birmingham, and now at the Open University. This keynote article mapped out 'the territory' the new style journal is concerned to explore.

It stressed the complexity of teaching about race and emphasised the need to relate it to deeper economic, political and ideological structures. It also urged tackling the realities of racism in the classroom, rather than evading them: "That experience has to surface in the classroom even if it is pretty horrendous to hear - better to hear it than not to hear it, because what you don't hear, you can't engage with."

"Race and the Media", the special second issue, attempts to grapple tangibly with some of the issues raised by Hall, and in a variety of ways its articles focus on critical teaching strategies, as well as taking up broader questions of 'blackness' in the media.

Jim Pines "Blacks in Films: The

British Angle", echoing his book "Mying Images of Blacks in the American Film", traces a history of how blacks are represented on the screen in British colonial and jungle-Tarzan film. A contemporary television drama, *Angela's Ashes*, is discussed in the context of the work of Ousmane Sembène, a Senegalese film-maker whose film had a recent screening at the National Film Theatre in London.

David Lusted's lively interview with the actor and children's television presenter Elvis Payne examines Payne's career and illuminates the issue of casting, and the limited range of roles available to black actors. The general issue of black employment in the media is surveyed in an article by Carl Gardner.

A number of other articles propose a teaching framework for this kind of critical work, making a plea for recognition of the limitations of an approach that simply excises "negative" images and replaces them with "positive" ones. Working through specific examples, the writers argue that close scrutiny of how these representations are constructed is repaid with a better understanding of underlying myths and ideologies. "Save the Children", Patricia Holland's study of how newspapers present pictures of children from the Third World, is a useful example of this approach.

The move made by *Multiracial Education* to tackle all of these issues in greater depth and breadth can only be applauded. The new journal should be essential reading for any teacher committed to education in a multicultural society.

Subscriptions and individual copies of "Multiracial Education" from 70a Finchley Rd, London NW11, Tel: 01-435 0366.

Stories and comprehension

by Betty Root

Phonic Workshop
by Anne Westrope
Macmillan Education. £19.95

Phonic Workshop is a box containing 36 sound cards, 12 story cards, 12 comprehension cards and a teacher's guide. The guide makes the material into a lesson plan, and the sound cards will take readers from semi-literacy to literacy (age 6½ - 9½), though there is no evidence to support the notion that children are literate when they have achieved a reading age of 9½.

This creates concern about the claims made by the author in the teachers' guide. For instance, the guide suggests that "the underlying rationale of the *Phonic Workshop* is in line with current thinking and research findings". References are needed to substantiate such a claim. Some readers would experience such dismay when encountering such statements.

The sound cards are in a convenient format, and each has eight slides. This presents difficulties to children because the card does not fit on a table surface, and if it is stood up, the pictures are not visible. Reading the instructions and copying the exercises is made more complex. All the exercises are extremely formulaic and unimaginative. It is difficult to understand how dreary phonic work of this nature, totally unrelated to stories and books, can enrich any child's reading experience. The story cards included in this kit are dated and white with no illustrations at all.

There is already a plethora of phonic material available to teachers and children. *Phonic Workshop* does absolutely nothing to improve this situation.

Research explosion

by Deborah Thom

The Tudor Regime reconsidered. Charles II. Sussex Publications Ltd, Townsend, Poulshot, Devizes, Wiltshire. £8.50 each.

Sussex tapes have produced two more tape-recordings in their historical series. The first, on the Tudor regime, is a discussion between Professor Geoffrey Elton and Christopher Haigh. The "reconsideration" in the title refers to the great volume of new work on the period: there has been a Haigh says, a "research explosion".

Apert from this reassessment, new insights have been gained by assiduous mining in new kinds of sources, and they show up the deficiencies in the old mainstays of the period, Neale on Parliament and Dickens on the Reformation.

This tape is designed as a commentary on existing knowledge and is intended for students who are already prepared for A level at least. There is an absence of information, even of illumination, that would be alienating rather than stimulating for better prepared students.

Instead, the useful accompanying booklet gives an alarming warning against getting too far ahead of the examination boards, and suggests careful perusal of previous papers to see which analysis have already been discarded and worse, which retained. It is an alarming commentary on the examination system that students have to be warned off truths which are too novel.

Professor Elton does not, of course, deal with such direct issues of examinations, but he does demonstrate the strength of his grip on certain areas of this period's history in the way he dominates the discussion. There is no mention of the history of the Court and patronage who follow on from Dame Frances Yates or of the historians who argue for greater crisis than is represented.

These two academics agree on most issues except the systematic nature of the reformation so that there is perhaps a slightly misleading sense of consensus, especially in that the discussion concentrates, as one would expect of the two researchers, on the early part of the period.

The second tape is more lightweight in both subject and style, and its two participants are more evenly



represented. Both Lady Antonia Fraser and Richard Ollard are biographers by trade; as a result they deal with issues of biography as a mode of historical explanation as they go along. The result is less academic but perfectly scholarly and the student can expect to learn the odd snippet of new information and to get a general picture of the theories about Charles II.

The debate is lively, and the use of common sources gives an illuminating insight into the way in which different writers can use the same information. Fraser and Ollard disagree, for example, about the extent of Charles' sexual licence in Paris, because one gives more credence to the reports of Thuroloze's spies. They disagree about Pepys' comments on Charles. Generally, Mr Ollard finds Charles less endearing and less astute than Lady Antonia does.

This tape exploits the adversary mode of argument and is, to my surprise, the more successful. However the subject is less "important", both in exam terms, and in those wider areas of historical significance which exams reflect. Both are subjects that have aroused real passions and it is in some respects unfortunate that they eschew vigorous controversy. Haigh says that new theories become current "not just because historians are nasty cantankerous beasts who insist on arguing all the time, who try to claw their way to the top over the dead bodies of their predecessors" - yet argument does lead to some excitement for the student.

Daily comprehension

by David Self

Comprehension Through the Newspaper.
By Tom MacFarlane.
Macmillan Education £9.95.

At first sight *Comprehension Through the Newspaper* seems a somewhat slender and expensive package. Once you begin to browse through it, however, it emerges as a most valuable aid for everyone involved in teaching semi-literate pupils for whom English is a second language.

Because individual teaching is becoming increasingly rare, many teachers are facing groups in which there is a wide variety of reading problems. Within the same small group there may be one student able to spell while another can barely read. So that these students can share in related activities and yet progress according to their own capabilities, Tom MacFarlane has devised this package of varied activities all based on common thematic groups.

At its centre are eight cards on topics such as the elderly, abortion, living standards, football and discrimination. On each card are two

newspaper cuttings, one in the style of the *Daily Telegraph*, the other in the typeset and layout of a popular tabloid. Although fictional, they are totally convincing both in content and style.

Also in the pack are five copies of the same activity book, which contains a series of exercises related to the topic cards. Thus there are "talk, write and find out" suggestions for immediate use after a member of the group has read the card aloud; and then some "What do you think?" questions, followed by newspaper headlines for which the student is asked to supply the story.

The final component of the pack is a book of spirit duplicator run off work sheets offering words and story-building from words and phrases. A leaflet explains how these can be read. So that these students can share in related activities and yet progress according to their own capabilities, Tom MacFarlane has devised this package of varied activities all based on common thematic groups.

There is already a plethora of phonic material available to teachers and children. *Phonic Workshop* does absolutely nothing to improve this situation.

Judo and passivity

Roy Blatchford on the latest 'Scene' play

The long-established *Scene* series (run on a two-year-cycle and thus suitable for viewing by students in both their fourth and fifth years) continues to be a challenging mix of documentaries and drama. The material is intended to encourage thought about and discussion of contemporary social and personal issues, though there is a curious RoSLA legacy in the assertion that the series will be found "particularly useful with reluctant pupils".

Problem plays frequently fall foul of their overexposed message, yet in recent years some of our best modern playwrights - including Colin Welland, Ray Weldon, Leonard Kingdon and Willy Russell - have proved *Scene* a prime spot for sensitive, spirited new scripts. Many of these have been published in school anthologies.

Geoffrey Case's *Judo Champ* is the new one play in this term's six programmes, alongside a repeat showing of Peter McDougall's love comedy "Jackie McCafferty's Romance" (June 11, 12). Case's central figure is John, a Scottish schoolboy judo champion whose family have moved to London. Gradually he has come to value the ancient art of judo more than the competitive, commercial, sporting emphasis of Western judo and the martial arts. Comparison with the pursuit of Olympian ideals in *Chariots of Fire* is unavoidable, and one which is quickly made by a teenage audience.

The framework for the drama is provided by a letter John is composing to send to his ex teacher, Mr McBride. New friends, fresh surroundings and an

invitation to fight for Scotland are forcing him to pursue the traditional road to the top. Another teacher and alternative club suggest a different path. But as John observes: "I'm supposed to win the junior prizes for one club, be a champion for the school and revenge Culloden for my dad. It seems that there's always one more thing to achieve before you can get to what you really want to do."

He conceals his fighting prowess for as long as possible but is finally forced to reveal his true colours - the black belt - in the school gym. He is then hit with a bottle on the way home, but instead of retaliating he once more rationalises his situation, this time to his father: "I beat him on the judo mat; he beats me over the head with a bottle; I beat him with an iron bar, and all of a sudden I'm not practising judo anymore, I'm in a war."

The play's sombre, meditative setting and pace illuminate the world of the Judo, the Dojo (training hall) and the Sensei (teachers). John's understated performance is honest and convincing, and in contrast, the philosophy of his black mate Phil offers a more predictable viewpoint.

The play's freshness lies in the insight into a sporting arena still little explored in modern drama, though much of that was lost on the sixteen-year-olds with whom I watched the programme, who were rendered increasingly restless by the overly moralising tones of the Sensei and by John's passivity. The writer would surely argue that that is where the social issues need to be debated.

Video festival

by Susie Rodwell

The International Video Festival took place at the National Film Theatre from May 13-15th as part of the International Video Week. The increasing use of video by industrial and educational institutions reflects the recognition of the advantages which video has as a distribution medium, but also the market success of video equipment and a degree of standardisation on VHS, VHS and Betamax format.

The 94 entries from Britain and 11 other countries, screened during the Festival illustrated the wide range of applications to which video is being put in industry, commerce and education. Video programmes were eligible for entry if video was their principal distribution format; the means of origin was not a factor and although there were numerous entries which used the more informal techniques of television, there were a considerable number which were, on appearance to be, totally originated on film.

The Education category included the widest range of overseas programmes, with 12 entries from Australia,

Canada, Germany, Portugal, Switzerland and the UK. The Gold Award went to a British film, *The Electronic Connection* originally produced by World Wide Pictures for visitors to the Science Museum's 'The Challenge of the Chip' exhibition, but now achieving a well merited wider distribution through its sponsors Standard Telephones and Cables.

A German film, *Mechanics and Mechanics*, produced by Bayer AG, won the Silver award in the Education category. It is an excellent example of how best the video-film medium can be exploited to demonstrate clearly, through close-ups and graphics, difficult, time-consuming and costly chemical experiments. With an English soundtrack, it would provide a valuable instructional aid to teachers in vocational training and secondary education.

The runner up, winning the Bronze award, was *Getting There, Getting Where*, sponsored by the Australian Chamber of Commerce and ICI Ltd (Australia) to encourage students to think and plan for their future careers.

A touch of confidence

by Victoria Neumark

FILM
Stepping Out
Chris Noonah, with music by Keith Jarrett.
Available from Concord Films Council, 201 Felskove Road, Ipswich IP2 9BJ. Tel: 0473 76012.
Shown on BBC2 April 30, due to be repeated this year.
50 mins, colour, sound.

"I can't teach them to dance. The only thing I can give is just a little touch of confidence." Aldo, as here, shut away in a "sunshine home" - though it is pleasant to note that this is far more rarely Sydney Opera House 1979, explains his method and its results.

Stepping Out chronicles the two years' work which went into that performance, the unfolding of personality as well as the unfurling of talent which the performer experienced, not even if anyone gave me \$5 then. There is no need to put it there. I wouldn't give him up. He's too beautiful - in spite of what Mum (itself is beautiful, at least as much of).

of costumes as they dance with gusto to Keith Jarrett's music. It is brave, godly and gallant.

The film is also moving. A large part of the commentary is filled with Chris' girlfriend, musing over her situation as a life-long inhabitant of the Lorna Hodgkinson Sunshine Home. "I think working on a farm and having a boy or husband or whatever would be a lot more fun than where I don't think it will happen, not for a while anyway." Not only are mentally handicapped people, as here, shut away in a "sunshine home" - though it is pleasant to note that this is far more rarely Sydney Opera House 1979, explains his method and its results.

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to seemed like goggle-eyed children as they trail round shops trying on costumes ("I think it's a shame we don't go outside more often") or earnestly, gently, attracting Aldo's attention by stroking his beard, or calm and happy. "I'm not nervous, I shall do my best," says one, and Aldo agrees, "I am the only one needing emotional support. They keep telling me, everything will be all right."

Stepping Out should be watched by everyone. Then, perhaps, those who have seen the interest, humour and affection in the eyes of the mentally handicapped people in it will have learnt better than the Governors of the Lorna Hodgkinson Sunshine Home who, six months after the performance, saw the first rushes of the film and sacked both Aldo Gennaro and the matron who had employed him. His classes, they said, were "erratic and undisciplined". The matron has taken her case to arbitration. Aldo Gennaro is touring the world with the film. But what are Chris and his girlfriend doing? Who is going to listen to them?

Briefings

Radio and tv

FE and general interest

Is There Life after School? (Sunday, 11.00 BBC1)

Four programmes looking at ways to bridge the gap between school and work.

Can We Make Jobs? (Sunday, 16.00 VHF4)

An examination of community enterprises which have broken through traditional barriers.

For schools

Finding Out (Monday, 9.47 ITV)

7 to 9 year olds find out what's in store for them in the microchip world of the future.

Time to Move (Monday, 10.10 VHF4)

Linking with BBC TV's "Watch" series, the Red Indian legend of "Scarface" encourages 6 and 7 year olds to dress as Indians and dance to Indian music.

Exploration Earth (Monday, 14.00 VHF4)

10 to 12 year olds begin a unit on traditional British products.

Let's Move! (Tuesday, 11.00 VHF4)

The story of "The Little Red Computer" is told in three parts, with special music composed by Patricia Cory. For 5 and 6 year olds.

Making a Living (Tuesday, 11.39 ITV)

Four programmes for O level students based on interviews with leading public figures. In "What's in it for me?", Arthur Scargill examines questions of success, money and status.

The English Programme (Wednesday, 11.34 ITV)

How many immigrants are there? Is the government wrong to limit immigration? 14 to 16 year olds investigate in the first of four programmes on "Our people".

Everyday Maths (Thursday, 9.47 BBC1)

"Cheap at half the price" highlights the dangers of bulk-buying.

Living Language (Thursday, 14.00 VHF4)

9 to 11 year olds begin the story of the fall of Troy.

Today and Tomorrow (Friday, 11.40 BBC1)

Can scientists find alternative fuels? Will aircraft get faster? Could a train run in an airless tube? 11 year olds investigate these and other possibilities.

extra

Beyond our wildest dreams

Naomi Lewis considers some of the latest picture books

Outside Over There, Maurice Sendak's new picture book (Bodley Head £5.95) is likely to cause more critical stirrings than anything that has yet come from his hand. It has been in the making a long time — since 1974. Sendak himself considers it his best and most important work; no other, he states, "has given me this inner peace and happiness". Well, it is exceptionally beautiful; Sendak is a master and no mistake. What's it about, though? "When Papa was away at sea," it begins, "and Mama in the arbor, I'd played her wondrous-horror rock the baby still — but never watched." The last three words are meaningful. There, in the Blake-time eighteenth century setting is the beautiful dreaming mother, gazing out at the distant scenery: there is the beautiful dreaming Ida, 9 to 10 years old, not looking at all at the baby in her care; and there is the fat droll restless baby, wanting attention. But we see something else: goblin creatures in monkish garb — and within the crows dark nothings where faces should be. They steal the baby, leaving another made of ice. It melts — and when Ida perceives this she puts on her mother's gold-coloured cloak, takes her horn, and sets out to find her charge. Mozart plays in a summer house as she passes. As she soars through the sky, a song of advice comes to her from her sailor father at sea. A marvelous journey.

The question waits: is this a book to hand to all children? (Significantly, in America it is in both the adults' and children's lists.) The problem chiefly lies with the hooded goblins, creatures (for all the grace and delicacy of the paintings) or far more nightmare than any of the other creatures. And why (some may ask) is the mother so detached? Is it really Ida's fault that the baby goes? Best to accept child-fashion, that the whole belongs to ballad and fairy tale. A disturbing book possibly, but not one to be overlooked.

It is not, of course, the only reminder of how ranging is the fantasy country open to all young children, with access to picture books. When again will they ever have such reckless freedom of night and sky, forest and mountain, distance, space, ideas? Consider the two books that follow, and others later discussed. *Anna and the Echo-Catcher* (pictures by Elizabeth Falconer, story by Adam John Muntlich, Chatto £4.50) is a striking book, strong in magical atmosphere, though I must add that the subject poses problems that neither author nor artist has entirely resolved. Still, ambitious failure is no bad thing. In a woodland cottage a little girl turns in her bed and wakes. "An echo strikes the walls. Someone is singing a lullaby. . . . It had a drop of loneliness, a taste of winter and surprise in it." Climb on my back, says her friend Grey Badger (this is a thrilling scene) "and we shall see what we shall see". Through the woods she rides, over the water (now on a wild duck's back), into the troll-haunted forest — a nasty point.

Should we be shown this being — an old man with lichenous hair, who might — did we not know — be taken for a troll? Sendak is an evident influence in this book, particularly in the portrayal of little Anna herself. How (we may wonder) would Sendak have dealt with the Echo-Catcher himself?

The King and the Flute Player by Max Bolliger and Indira Cepak (Gollancz £3.95) is also imaginatively reworking with its mysterious tale (touched off, I fancy, by Andersen's *Nightingale* as well as by *The Magic Flute*) and its superb illustrations. The king dreams of a tree in the tree is a bird, and its song touches his heart. He sends out his bird-catcher (a Mozartian character, indeed) — but though he is brought a blackbird, lark, golden droile, no bird can sing

that song and all are freed. At last, despairing, seeing his doom ahead, though, if taken to mean the absence of sense. An acrobatic extension would be nearer the truth. The simplest incantatory formula, as I see it, runs thus: accept the first premise (that's where the leap must be made) and the rest follows logically. And logic, the natural following of events, behaviour, is essential. *Alice* demonstrates this on every page. Today, some of the most original nonsense can be found in picture books. Will-

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Ida charming the goblins to dance "taster until they couldn't breathe" from Sendak's *Outside Over There*

last persuaded to come inside: there she gives birth to five kittens. They grow, they leave for new homes, but Muma Puss stays. She and the father — a stray whose rather moving tale is told in *Where Does the Sun Go at Night?* — live real cats in the book's life. Both are seen on the cover. Very high praise too for *Anna and the Echo-Catcher* by Alice and Martin Provensen (Cape £4.25). Here, their characteristic clear clean style, witty yet child-angled, is allied to an excellent theme and text. The title hints at Lear — but No, these little tales or episodes are about three children on a farm and their experiences with certain young animals. A baby owl, found after a storm, is taken in, fed, taught to fly and forage, and is finally set free. "You can't own an owl." For a while, though, it flies to them when they call. Three little kittens of wolf, a Siamese cat and the barn cat's baby — start life together in the house. But a cat is its own creature too. A splendid book: funny, serious, informing, beautifully observed.

And do not miss a most remarkable book of paintings of Australian birds, beasts, reptiles, Kilmeny Niland's *Reptiles, Fur and Feels* (Hodder £4.50). Each has a full plate picture in colour, often life-size, and a facing text with a further include the Tasmanian Devil, the Marsupial Mouse, the Quokka, the Barking Gecko — surviving innocents from pre-historic times. Visualizing this must be one of the most satisfying books of the year.

Shiraz and Saba (Hamish Hamilton £4.50) is by Deborah King, so far known for her notable picture-book *Root*, a study of that bird through the changing year in Wales: grey skies, dark boughs, dark bird. The telling and style of her new work are totally different: now we are in the Caribbean island of St. Lucia, a sand. Two dogs set off on one of their occasional realistic journeys through the forest by the shore, into the distant hills, and back to the white house they protect. A strange, reverberating book, not for the youngest children, but for anyone who knows that, in the end, landscape is everything.

Monsters — the word used by Lear himself — is a convenient covering term for one of the most curious areas of child literature: perhaps

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Play god with words

Nell Phillip on fantasy

The Homeward Bounders. By Diana Wynne Jones. 0 333 30979 0. Macmillan £4.95. 0 226 56882. **The Grey Dancer.** By Alison Fell. Collins £4.50. 0 00 184267 6.

"As flies to wanton boys are we to the gods; they kill us for their sport." Gloucester's insight is brought home forcefully to Diana Wynne Jones' hero Jamie when he spies on forbidden mysteries and is expelled from his world (our world, a hundred years up) to walk the boundaries between the worlds. He has discovered that life is literally just a game. Degenerate gods get their kicks from war-games; and we and our counterparts on other worlds are the models they manipulate. Anyone who discovers the truth becomes a homeward bounder: jerked from world to world every time a move is made, kept going by the hope of returning home. A delusive hope; for to walk the bounds is to walk out of time.

How Jamie acquires allies and learns to fight back against his tormentors makes a superb story, which uses the figure of Prometheus as imaginatively as the same author's *Eight Days of Luke* used the Norse gods. Diana Wynne Jones brings skill and verve to Auden's "old, innocent game of playing God with words"; there is enough humour and energy here to compel the most reluctant reader, and enough detail to convince the most preciously minded. Sharp lively dialogue and a pelt of a plot filter with a persuasive élan through Jamie's quizzical, devious, ingenious voice.

The Homeward Bounders is an exceptional book, which uses one of the well-worn conventions of science fiction and fantasy writing, an infinite series of alternative worlds, to striking and original effect. It is the sort of controlled fantasy which grounds metaphysical speculation in action. The philosophical reverberations of the book are in the image of a flicker of light in a pyramid of mirrors, and in the words "home, home, boundary; those of Victor Kelleher's *The Hunting of Shadrach* are explicit, and thus shorn of all power.

Last year a group for the youngest young, on (mostly) matters near to home, in Susanna Greiz's *Teddybears Moving Day* (Bonn £3.95) the artist/writer with a real grain of gold in this genre. His beguiling fantasies, which read with the absolute logic of fact, tell as much about life and behaviour as any picture-book reading person under eight might care to know. Howard is a young being who is somehow left behind when the rest fly south for the winter. "Where did they go?" he asks the rabbits.

"Up in the air," said one. "I know that," said Howard. "Then they turned left," said the other. Howard flies in the air and turns left. But he is caught in a snowstorm and lands (he finds) on a city roof. And in this city with his new friends a frog and some mice, his winter adventures begin. They shelter in a derelict theatre, visit museums — not a wasted moment. Spring comes, and they hear a quacking overhead. "That's my group!" says Howard. Ah, but what does he do? Read too James Stevenson's *Money and The Worst Person in the World*: there is much to be gained by doing so.

The proper reason for using a text for a picture-book is to supply surprising pictures, which may also offer a new interpretation. Two of the current crop justify themselves: a few do not. Being dullish, quite unimaginative, unfelt. For shame! One of the two is Fiona Moodie's *Beauty and the Beast* (Macdonald £3.50). This enigmatic challenge, the core of the problem being of course *Beauty herself*. Here he is too much on (this text) at *disarming* half ram; hoofed feet and lion's tail with the splendid robes — but otherwise almost noble men, you might say. This is much in the mood growing Ross

When the evil Shadrach, the spirit of destruction, rises to threaten the Clan, the wise old man Nator asks "Hasn't it occurred to you that he may well be the image of your own violent desires, Kulok? Or at least a visible reflection of the cruelty and violence within all of us?"

Kelleher's confusion here of a symbol's representation and its meaning undercuts his intention; yet the book has its own momentum, and the story of Tai's journey to discover the truth behind the Clan's misfortunes and so depose Kulok is vividly related. The plot is derivative, and the setting has that easy vagueness which mars much fantasy writing (given their supposed social structure, how does the Clan have a word for servant, or even understand the concept?), but Tai's long combat with his grotesque enemy undeniably grips.

Alison Fell's short, elegant first novel *The Grey Dancer* is concentrated, intense, poetic. Set in the Highlands, its supernatural overtones and echoes of the Clearances only serve to sharpen the 1950s setting, and put the story of the drowning of a village in a dam disaster in the context of both the rapacious greed which marks Scotland's history and the intimacy with the natural world which marks its past. The pithy, supple prose is better than the story, which is melodramatic and uneven (the schoolmaster's sadism is wildly overplayed). What remains in the mind is a succession of sharp, clear images which define the edges of the heroine Annie's consciousness: daft Fergie whose "bad teeth stared at her" and his father who was "always licking his moustache and tipping his tweed hat to the laird"; the mysterious gypsy Lal's fairy love Isabel, whose hair "like a flame licking at the roof beams" is to be consumed by real flames before the story is told; Lal himself turning from eagle to man to eagle, "all shimmer and light and a buzzing behind Annie's eyes".

Though it has a first book's faults, *The Grey Dancer* displays that specificity and coherence of imagery which supernatural fiction requires if it is to carry the charge which Victor Kelleher attempts to convey by explanation and invention. *The Homeward Bounders* shows the same essential quality at the service of a mature craftsmanship.

Warm, brown and strong

Jafta Series. By Hugh Lewin. Illustrated by Lisa Kopper. Evans £2.50 each.

These four finely-wrought books are the product of a creative partnership. They have brought to life Jafta and his family, who live in a South African "homeland". On the surface, Jafta's life is very different from those of British children. He lives in a one-roomed, traditional village house, wears shorts, a bracelet and a shirt — these are simply the circumstances of his life. There is no trace of the exotic, the "primitive", or the Third-World, unfortunately in the way he is portrayed. He is part of his world: when he describes his feelings in terms of animals, he refers to hyenas, impala, zebra and warthog, as well as rabbits, spiders and snakes. But Jafta's feelings, whether of joy or of rage, are the feelings of all children.

And that is the glory of these books. That which is different is clearly articulated and explained; you know exactly what the unfamiliar beings — or crops, or trees — look like, thanks to the artist's vivid and well-researched illustrations. But there are also the common experiences: Jafta's mother gets angry when he loses his little sister, and she picks up her children in their blankets at night with a kiss. There are bedtime stories too, told by the village storyteller and listened to by Jafta and children alike: there is a

wedding, with an adorned and beautiful bride, food and drink, music and dancing, all happening out of doors. Jafta's father carries him on his shoulders, builds him a raft and a tree-house — but has to leave his family and go to the city to work in order to support them, so now mother chops the wood.

The language is simple but specific and often poetic. Jafta thinks of his mother as "like the earth — full of goodness, warm and brown and strong".

Knowing South Africa, I well come the images of the land so unerringly evoked on every page. The illustrations could also be described as "full of goodness, warm and brown and strong". In silhouette and white only, with background reduced to essential detail, always authentic, they combine with the text to draw the reader into a world very remote from the British experience. But the 20 seven-year-olds, sitting in an inner London school on a rainy May morning, were entranced. Between them, Hugh Lewin and Lisa Kopper have brought another continent within the grasp of these children's imaginations. This is the kind of depicting image children need of cultures other than their own. These are the kind of children's books of which there can never be enough — comprehensible yet enriching, widening horizons, enchanting and enlightening. Sturdy books that will stand up to being perused time and again.

Gillian Klein

Lèse-Majesté?

The Stolen Lake. By Joan Aiken. Cape £5.50. 0 224 01924 4.

A manual for beginning children's writers might well include the advice "Don't fool around with major legends", to which could be added, "especially Arthurian". The pitfalls are huge, and have been fallen into again and again. You can hardly hope to avoid anticlimax, trivialization of the material, and lack of credibility; and your efforts are likely to seem weak and ephemeral in contrast with the power and durability of the original.

Joan Aiken is no beginner, and there would be no point in warning her not to fool around with anything. She is a consummate footer-around, and even Miss Aiken gets away with re-viving King Arthur in her new novel *The Stolen Lake*. I'm not sure that she does. If you bring King Arthur to life, you not only have to make him sufficiently kingly; you have to provide him with a task and triumph of sufficient magnitude. Miss Aiken's Arthur is (understandably) depressed to find a fat, sinister, 1,300-year-old Guinevere waiting for him; he manages to reject her as a "selfish, wick-

ed woman", to capture the city of Bath Regis without a battle and to organize its defences against a volcanic eruption; but even so, he doesn't really match up to the splendour of his reputation.

It would be unfair however to concentrate solely on the Arthurian element of *The Stolen Lake*. This is a novel with a vast amount of assorted content. It's an addition to the shamelessly unhistorical sequence which began with *The Wolves of Willoughby Chase*, set at a time when King James III is on the throne of England and Hanoverians are plotting on behalf of Bonnie Prince George. Its heroine is the resourceful Cockney waif Dido Twite, and the action takes place mainly in New Cumbria.

New Cumbria is high in the Andes. It was founded in 577 A.D., when Romans and Britons fleeing from the invading Saxons set sail across the Atlantic and arrived in what is now Roman America. Peasants there speak Latin. New Cumbria is Britain's oldest ally, and when its Queen seeks help in recovering Lake Arianrod, stolen from her by King Mabon of neighbouring Lyonesse, the mission is entrusted to Captain Hughes of H.M.S. Thrush,

who wisely takes Dido with him. The action comes so thick and fast that a plot summary would take nearly as much space as the book itself. It involves the abducted Princess Elen, the jongleur and soothsayer Bran, the huge hairy tusked birds called Aurocs, and a succession of cats carrying snippets from Dr Johnson's dictionary, as well as Arthur, Guinevere, the sword Caliburn (or Excalibur), the Thirteen Treasures of Britain, and the thirteen great volcanoes Ambage and Arrabe, Errayne and Elayne, Arryke, Damask, Damvake, Pounce, Pampoye, Garesse, Caley, Calabe and Cateleonde.) On any page on which Dido is not rescuing somebody, it's a fair bet that she's being rescued.

Audacity and invention are Joan Aiken's stocks-in-trade, and she has unlimited supplies of both. *The Stolen Lake* is as wild and whirling a story as its predecessors, and if one feels a little less of the former breathless delight it may be merely because one is no longer astonished by anything Miss Aiken thinks up. Or perhaps, for me, it's the *lèse-majesté* involved in projecting poor King Arthur into all this schemozie.

Some readers may wonder how you steal a lake. No problem. You wait until it's frozen, and carry it away in blocks.

John Rowe Townsend

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extra

Tomi Ungerer: the vicious and the vulnerable

Valerie Alderson discovers some unexpected elements in a popular children's book illustrator

How little of Tomi Ungerer's graphic art is known in England becomes apparent if one merely glances through the catalogue of the exhibition of his work currently showing at the Musée des Arts Décoratifs in Paris. While Ungerer's children's books have enjoyed a sustained, if modest, success here, his biting satirical cartoons for adults have gone virtually unacknowledged, along with his posters, paintings and sculptures. All these art forms are included in the exhibition which includes some 430 items out of more than 3,000 given to the town of Strasbourg by Ungerer in 1979.

Ungerer was born in that town in 1931, but following the death of his father in 1935, the family moved to Logelbach near Colmar, remaining there throughout the war. Four years of Nazi indoctrination, the inevitable sights of the prison camp opposite and the harsh realities of the three-month battle for the Colmar bridgehead all contributed to Ungerer's emotional confusion, and it is not surprising that he left school labelled as "perverse and subversive" — terms which might still be attached to much of his work today. After a brief spell in the Foreign Legion, at art school and as a window dresser, Ungerer sailed for the States in 1956 and the following year his first book, *The Meltops go flying*, was published there for children. Taken up by various magazines and advertising agencies, he rapidly gained a high reputation as a graphic artist while continuing to write and illustrate children's books.

These early stories seem fairly unremarkable beside the later picture books, although there were already elements of the acid cartoonery which prompted a reviewer of the

Cole/Ungerer *Rhyme Giggles*, *Non-sense Giggles* (1970) to refer to "Tomi Ungerer's malicious drawings...". *The Three Robbers*, the first picture book to reach England received extravagant praise, and yet only recently I heard a teacher criticising it for its shaky ethics — the philosophy later spelled out in



Allumette that "All that counts is the good that comes out of it".

There are original illustrations for many of the children's books in the first part of the exhibition which also has two rooms set aside, one in which children may watch the film strips of *The Three Robbers*, *The Meltops go flying*, *Monsieur Racine* and *Moonman*, the other furnished with carpet, cushions and books for reading. The presence of these books makes it possible to confirm the suspicion that a great deal of quality is lost between Ungerer's originals and the printed page. The crudity of line and colour in, say, *The Sorcerers Apprentice* or the *Story Book* is a travesty of the artist's work, at least

in the English editions. Even the *Great Song Book*, a more faithful rendering, fails to do justice to the finer points of detail and depth of colour.

By far the larger part of the exhibition is, however, devoted to the cartoon collections and posters for adults which have made little or no impression on the English market. They cast an interesting light on the children's books as one facet of Ungerer's whole oeuvre. They are indeed "malicious": "The Party" and "America", for example, are penetrating indictments of transatlantic society: stereotypes caricatured into real, living nightmares exposed in their shallow viciousness and greed. In *Politicks* (Zürich, 1979) he is again on the attack: a large poster entitled "Kiss for Peace" shows a marine forcing his naked, emaciated prisoner to lick the arse of the bending statue of liberty, tastefully draped in the star-spangled banner. "Give" shows bombs falling along with gift-wrapped parcels.

In 1970, Ungerer married and left the States for first Canada, and then, in 1976, Ireland. To this period belongs the "Slow-Agony" series of paintings, as yet unpublished. These depict the lost land of seaboard Nova Scotia: abandoned cars; broken down shacks; resignation in the seamed face of "Old man Cotter". There is a grey cast over these pictures with their soft blues, pinks and mustards which encapsulates the neglected atmosphere of the region. This is a gentler, more contemplative side of Ungerer's art which reaches its climax in the pencil drawings of his family. Sketches like "Yvonne enlucide", and "Lukas asleep" revealing all the innocent vulnerability of the young. It is hard to reconcile

these delicate, emotional interpretations with the merciless aggression of the satires, the sexual violence of the pornography (here "interit des enfans" in a small gallery fortuitously decorated in crimson velvet).

But, returning to the children's books, the clues are there to be followed: the undercurrent of violence; the hidden social criticism; the concern for the underprivileged, especially children. Is this perhaps a legacy of the wartime experiences? Certainly there are shadows of liberated Europe in *Allumette* and *The Three Robbers* for those who remember the pathetic lines of starving refugees. Even in such lighthearted romps as *The Hat*, or *Moonman* (a book which

Ungerer claimed in a radio interview was autobiography) there is lurking criticism. One may discover visual links, for example, between the party scene in *Zerelda's Opera* and an unpublished cartoon of an American party scene.

The exhibition remains in Paris until July 27, when it goes on tour Europe, ending up in Strasbourg in 1983. At present there are no hopes for it to come to England, but it is hoped that one of our National Institutions will see fit to remedy this before the exhibition is finally dismantled.

Tomi Ungerer's children's books are available from The Bodley Head and Methuen.



Contrasting styles: "Sophisticated" and, left, "Lukas asleep"

Just like everybody else — only more so

What if they knew? By Patricia Hermes. Harcourt Brace Jovanich £3.95. 0 15 295317 5. *Mindwave*, by Mary White. Methuen £4.50. 0 416 20680 8. *A Friendship of Equals*, by Gina Wilson. Faber £4.50. 0 571 11632 9. *Home for a Stranger*, by Joan Talmadge Wells. Harcourt Brace Jovanich £4.95. 0 15 235224 4.

Between the ages of ten and fifteen, friends are commonly a source of alarm as well as comfort. When Patricia Hermes' twins from Brooklyn announce their plan to write details of a newcomer in their private dossier of classmates, the dismay amuses them: "You don't have to worry so

much. At least you're not weird." But Jeremy feels definitely weird, and vulnerable too. Not, as you might suppose, because of her masculine name. That comes from the wise old grandfather in whom she confides and is perhaps intended by the author to lend her more-than-female interest. No, Jeremy's secret shame is that she suffers from epilepsy, a disability which, like that of all other herpines in these stories, epitomizes the youthful fear of oddity, the dread of appearing freakish; the despair of ever achieving the universal aim of adolescence: to be just like everybody else — only more so.

Jeremy and her friends share jokes, ordeals and narrow escapes, including an insatiable adventure in a rat-infested sewer, until finally her condition is publicly exposed at

school. Symptoms and reactions all ring true.

Reassuringly healthy provided she takes her medicine regularly, Jeremy discovers that friendship can survive small differences. She announces this on Parents' Night, thereby supplanting Carrie, the unpopular sneak, whose humiliations have from the outset been enjoyed by all.

Another pair of identical twins illustrate in *Mindwave* the theme of affinity and mutual understanding. Kate and Sarah are cousins of Pete, a down-to-earth train-spotting Londoner who finds himself involved in trans-global, extra-sensory communication with Anna, a gifted Australian who happens to be blind. The growing intimacy of their silent speech, "mind-talking", consoles Anna for the domestic turbulence provoked by her brother, aggressive guitar-playing

Ted, and ultimately enables her to forgive him, once the cause of her blindness, an accident in infancy, is revealed.

Mary White works hard and effectively to convey the distinctive perceptions of her sightless characters; the salience of touch, the importance of music. Contrasting natures, habits and modes of life are neatly juxtaposed: fish and chips in Railway Road with risotto in Sydney; Pete's mathematical project on Timo and Space with Anna's delight in Jane Austen. But once it is established that their telepathic contact is part of a cosmic pattern, the first-wave of a new evolutionary tide, little can be done with two youngsters who never actually meet. On a promise of "Forever", the story petals out.

Trouble at home and spite at school are luridly spilt in Gina Wilson's modern-Gothic melodrama of Comprehensive heart-ache in rural England. Will jealous gibes about "social climbers" come between fresh-faced Louise from the village shop and wheel-chair-bound Stella at the Manor House? Is her attendant, the black-robed Agnes, as sinister or as saintly as she seems? And what is contained in the mysterious parcel that she furtively carries along deserted country lanes? Will the false article be Walter the grocer stand in the way of his daughter's advancement at Lady Billings' College? Is there more to wealth and breeding than "fash manners" and "the trappings of wealth"?

Seeking answers to these spurious questions among the comic charwomen and gracious aristocrats of this archaic book, I experienced a peculiarly English flush of painful embarrassment, only to feel, with worse pangs of culture-shock under the Californian impact of *Home for a Stranger*.

Twelve-year-old Juana tells of hunger and hardship in a filthy Mexican orphanage in those Hispanic Hemingway motifs which make everyone sound earthy and simple

and poignantly sincere: "One of the buses had died: this was sad. I crossed myself." Rescued by benevolent "Anglo" doctors who offer free surgery for her disfigured mouth, she is taken to the United States, "the beautiful country" of her dreams, where her light-skinned features — "no high-cheekbones, no fat nose" — and high characteristics at all suggest that she may come of American citizenship.

While well-wishers investigate her past, Juana becomes Jo-Anne. Ugly scars are removed, her teeth brushed, her life destroyed. Despite educational difficulties — "It was no very hard to be this thing — 'chilled'." — she stops speaking Spanish, stops eating with her fingers, determined to prove herself an authentic "gringa". Just when her permit expires and she seems doomed again to exile, her cultural skin-graft notwithstanding were even starting to teach her table manners, "damn it!" — their prayers are answered. A stolen medicine restores her dead father's mouth; he is traced; her American high school vindicated. Resolving to get rich and arrange an American adoption for her little Mexican protégée, Jo-Anne is reunited with her long-lost mother in Arizona, happily telling her foster parents as she leaves: "My mother is a beauty operator. I will get free permanent all the time."

This cosmetic operation saving the reputation of what Jo-Anne calls "the Real Me". Foreignness is unsightly — "the mess was made unsightly" — but can be cleaned up and smoothed over by generous gestures from Uncle Sam. As Jo-Anne, "I hadn't gone to school and learned. I would be a barefoot Indian in Ecuador right now." It beats me why they leave any. Kids undeplored in all the lovely Godforsaken American countries of the world. Damn it.

Marion Glastonbury

Animal, human, god

No Pets Allowed and other animal stories. By Margaret Dunnett. Illustrated by Peter Rush. Deutsch £4.95. 233 97103 3. *Twins of Eight*, by Jean Morris. Illustrated by Jolyne Knox. Quatro and Windus £4.95. 7011 2557 8. *A Book of Cats and Creatures*. By Ruth Manning-Sanders. Drawings by Robin Jacques. Methuen Children's Books £4.50. 416 87970 5. *The Tale of a Tail*. By Jennifer Burnap. Illustrated by Susan Bridger. Blackie £3.95. 216 91039 0.

The distinction is sometimes blurred between, on the one hand, anthropomorphic animals to portray human foibles or virtues — and on the other hand, the "humanisation" of animals — exalting them to the level of man (the obverse of the "goosification" of humans, as in Konrad Lorenz *et al.*). No such confusion is present in *No Pets Allowed*. What emerges from this collection is that although cruelty to animals is of course to be condemned, a maudlin love of them is not an attractive quality and that it is advisable, even in the case of the very young, to hint that affection for one's pet may, and often does, mean cruelty or death to other creatures, however minute. Size, one tends to forget, is only relative.

The late Margaret Dunnett certainly knew her stuff and even if her stories do not overtly point a moral, the message willy-nilly comes through that one not only needs to love one's pet but also to be caring and responsible for it. Like the Soviet writer, Mikhail Prishvin, Mrs Dunnett has the uncanny knack of impersonating the animals and perceiving the sights and scents of the natural world through their senses. Vividly she demonstrates how some folk manage to cherish deep human feelings for what are regarded by many of us as repulsive pets. And in the poignant *The Dog With No Tail* we are made aware that it is young people who usually see to it that pets are not destroyed, the almost mystical bond between them overriding the coldness of the adult. When a child grows conscious of its own individuality or feels that no one understands it, it turns with fierce devotion to its dog or other dumb companion. So close is this kinship that child and pet become almost one. They share their lives; the pet, says, is not far removed from the

imaginary or invisible companion of earlier years.

Jean Morris has concocted highly original and superlatively witty twists to some well-known satirical stories. But her gentle satire and mild sophistication will possibly be above the heads of most child readers. Illusion, disillusion, spells and dispells in *"The Fairy Godmother"*, for example, may speak much to us but would probably be lost on the very young or at best leave them puzzled or confused. *"The Whimsical Horse"* is an entertaining affair about a steed with lots of horse-sense but even equestrian addicts would need a sound knowledge of the Perseus myth fully to appreciate it. Equally sharp is the twist to the ending of *"The Swan Princess's Cousin"* but here again only the fervent balletomane would truly relish its clever gloss. My own favourite is *"Spinning Jistery"*, a brilliantly grotesque reworking of the already sufficiently grotesque Rumpelstiltskin character, an left admiring Mrs Morris's ingenious tours de theatre but wondering who exactly will fill the auditorium.

Ruth Manning-Sanders is a past master at laying it on good and thick when it comes to creating witches. *"Katchen the Cat"*, the first tale in her latest collection, features one of the witchiest in the annals of sorcery, but all-powerful though she is Mrs Manning-Sanders knows how to dispose of her. Ten of the 18 stories which make up this attractively produced volume are of Slav origin and these, except for the Bab Yaga episode — not one of the scariest in this much-loved body's repertoire — are the ones that come out best. The contributions from Switzerland, *"Pussy Cat Twinkle"*, from Denmark, *"Little Wonder"*, and from Sweden, *"The Juniper Bush"*, are the tamest, though Mrs Manning-Sanders's deft pen contrives to inject some excitement even into these. Robin Jacques's expert illustrations are worth an extra long stare.

Jennifer Burnap has been busy delving into the origin of such things as the vanity of the peacock, the cock-o'-o's cu-coo and its nestlessness and the Lock Ness Monster. I like her no-nonsense treatment of the Devil. She endows him with common fallings like forgetfulness, petulance and chewing the end of pencils, and shows no capital letter for his pronoun. These animal fables are simply and clearly narrated and, as the blurb claims, "ideal for reading aloud at bedtime."

Stephen Corrin

Will to survive

Old Cat and the kitten. By Mary E Little. Quatro and Windus £4.95. 0 7011 2564 4. *Lenka*. By Jan Prochazka. Translated by Anthea Bell. Abacus £4.75. 0 200 72710 9. *Martha Rides the Moor*. By Vian Smith. Methuen £4.50. 0 2226 5308 5.

The will to survive is common to man and beast. The survival of three beleaguered animals and their relationship with a human being is the theme of three very readable books. The abandonment of cats and dogs is something about *Old Cat and the Kitten*, a hauntingly account of the dog in some American states for the "justice to accept" (as it's genteelly called) of unwanted pets. It sounds like the gas chambers in the concentration camps, and I don't recall seeing this book for the very young, serious children. Older ones, however, should read it with salutary reason. And it would do no harm for adults to read it too.

Abandoned as a kitten, an old street cat is befriended by Joel, a 12-year-old boy in a large town in the United States. Joel with Old Cat's confidence, and when Old Cat brings him a stray kitten, Joel looks at the move to another town and the move to take the cats. Joel's solution to the problem is sad but realistic.

Lenka, a tomboy on a State Farm in Czechoslovakia has more than age in common with Joel. She also wins the friendship and confidence of an animal that is a bit of an outlaw. Prim, the stallion who draws one of the farm carts, is ill-treated by Brtak, a hard-drinking carter. Prim, full of pride and resentment, bolts. But "there is not a single place in Bohemia where a horse can escape from Man and live free". Because of this Prim is regarded as vicious, and the young farm manager considers sending him to the knacker. But Lenka takes the horse in hand and at last, after curing him of colic when everybody thinks he's dying, she gets him away from Brtak and into the care of the farm manager who promises Prim a better life. Jan Prochazka's book was published in Germany in 1969. It has taken a long time for this translation, but it was worth waiting for.

Martha Rides the Moor is another of Kestrel's welcome reprints of Vian Smith's novels for young adults. Martha, aged 11, has become deaf after an accident and feels that everybody regards him as an outsider. His father, a Dartmoor farmer, gives him a half-broken moorland pony to make amends for the deafness. Martha resents this, and he resents the pony. In the long run, though, when the pony is badly injured by other ponies Martha uses her wit to health by encouraging her to survive.

Fred Urquhart

A kite for incoherence

Neil Phillip on novels for teenagers

Nobody's Hero. By Peter Fanning. Dobson £4.25. 0 234 72237 9. *The Seventh Raven*. By Peter Dickinson. Gollancz £4.95. 0 575 02960 9. *A Place Apart*. By Paula Fox. Dent £4.50. 0 460 06082 1.

In *Nobody's Hero* Peter Fanning uses the *Iliad* to counterpoint the story of Timothy, a sensitive boy in a brutalizing environment. Dreams of shining helmets and ferocious heroes are reduced to a futile plot to get even with another boy, and a mindless kicking which lands Tim in the magistrate's court. The values of the rugby field and the Trojan war transferred to life have sorry consequences. The fast pace, realistic dialogue and luridly vivid first-person narrative should appeal to the Topliner readership; the coherent imagery is a mark of the intelligence with which Fanning has orchestrated his crude material without betraying that readership's interests and attention span. B. S. Johnson's Christie Malry demanded that the modern novel be "funny, brutalist and short"; *Nobody's Hero* is a fair crack at such a story for the teenage reluctant reader, though the comedy mutates into nightmare.

Whatever the genre he when common folk get nightmares is the subject of Peter Dickinson's latest novel, Peter Dickinson is an original, stimulating novelist for the young. Recent books such as *Tulku*, *The Blue Hawk* and his startling biblical retellings *City of Gold* have all revealed a considerable talent at work. *The Seventh Raven* shows that talent turning against itself, importing the thriller elements of Dickinson's work

for adults into a setting sapped of all natural vitality. The basic idea is an interesting one: take a cosy, trendy middle-class enclave and inject into it a group of violent protesters against a fascist South American regime. What price good form in the face of desperate violence? When a group of upper middle class Kensington children rehearsing their annual opera are taken hostage in a church, how will they and their captors bridge the cultural chasm?

The trouble lies in the narrative voice. The story is related by 17-year-old Doll; snobbish, ingrown, trivial ("brimming with life", the blurb puts it). At no stage does Dickinson differentiate his voice as writer from Doll's as narrator; and without a sense of irony the story withers from potent metaphor to dull parochialism. Though the set-piece of the siege — a mock trial of Doll's sharply-drawn cellist mother for the moral crimes of the uncommitted — achieves real tension, this is dissipated in the aftermath. Doll is not changed; we leave her ribbing boyfriend Adam, sharing discreet intimations of mortality with brother Trog, making her plans for Oxbridge.

Paula Fox's *A Place Apart* runs into similar problems with its point of view. It describes a young teenage girl's first experience of loss and betrayal, her discovery that each person's inner life is lived "in a place apart", with rare accuracy and precision. The feeling is refined, the shape exquisite, the characters living, true. Yet much is lost through the pretence that Victoria, the central character, is telling or writing the story. The viewpoint is Victoria's but the voice is her mother's, and the strait between the two causes a nagging roughness in the texture of the

prose on which the reader's sympathy and belief continually catch. *A Place Apart* echoes in much more subtle form many of the themes of Peter Fanning's book — both take a flying kite as a central image — but the very subtlety works against our accepting Victoria's narrative as truly her own, as we do without question Timothy's.

Both Paula Fox and Peter Dickinson seem hampered in their expression in a way in which Peter Fanning (who, it should be understood, is attempting much less than the other two) is not. The attraction of first-person narrators for children's writers is clear; but the more adventurous the writer, the more confining, limiting the technique becomes. That limitation is one of the subjects of Fanning's book; the reader is kept continually aware of it. But for Dickinson and Paula Fox, two very good writers indeed, have both imposed on their stories a sense of order which denies their narrator's claims to adolescence; Peter Fanning's book is ordered, but the order is dictated by Timothy's inability to say all he wants. To accept incoherence, to use it, seems to me an important step, even in a popular novel which makes no claims to the wide applicability sought by Dickinson and Fox.

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BLACKIE

Where ice and fire fused

Kevin Crossley Holland reviews folktale collections from all over the world

Gods and Men. Myths and Legends from the World's Religions. Retold by John Bailey, Kenneth McLeish and David Spearman.

Oxford University Press. £5.95. 0 19 278026 4.

Kalla and Dimna. Selected Fables of Bidpai. Retold by Ramsay Wood. Introduction by Doris Lessing.

Alfred A. Knopf. £6.95. 0 394 50693 6.

The Stupid Tiger. Translated by William Radice.

André Deutsch. £3.95. 0 233 97256 0.

Hungarian Folk-Tales. Retold by Val Biro.

Oxford University Press. £4.95. 0 19 274126 8.

The Palace over the Moon and other tales from Czechoslovakia. Retold by Ruzena Wood.

André Deutsch. £4.95. 0 233 97206 4.

Myths are startling in their similarity and dissimilarity. The resemblance lies in the way in which humans, trying to explain the mysteries of this life and universe, have come up with much the same solutions. The dissimilarity lies in the colour of a myth — the clothing of these mysteries and solutions.

One of the delights of *Gods and Men*, the first part of which is devoted to creation myths, is that it shows how great a part environment plays in the working of men's minds. West Africans conceived of men as baked out of clay ("Some were hardly baked at all, and were quite white. Others had turned yellow: some were baked red or brown; a few were burned quite black").

Norsemen visualized life beginning where ice and fire first fused, and Brahma sat within the lotus and created man by dividing his

body into the four elements of earth, air, fire and water. The book brings together myths of good and evil, and

emphasises the concept of a toad that informs Classical, Hebrew (*Old Testament*), Sumerian (*Gilgamesh*), Hindi and Chinese mythologies; and the third part celebrates Heroes and Prophets — those who have stood against evil and defeated it — including David, Beowulf, St George, Rama, Moses and Muhammad.

A lot of thought and sympathetic discussion must have gone into the making of this book for, rather remarkably, all three authors have evolved an equally astringent and

taciturn yet sometimes poetically mode of retelling and can scarcely be told apart. The ringing of changes comes in the use of three artists.

Derek Collier, Charles Keeping and Jeroen Roy. This complement works well, and not for the first time, Keeping's sheer energy and visionary gleam, and his muscular yet fluid technique, make him ideally suited to the illustration of myth. This is a

book of stories simple and profound, is well-integrated, finely judged in its mesh of the familiar and unfamiliar, and brief without (only 144 pages). I strongly recommend it.

It is difficult to explain why certain works of classical stature and vast influence get overlooked and then rediscovered. That marvellous twelfth-century poem by Rustaveli, *The Knight in Panther's Skin*, for example, an epic-cum-romance that is still part of every bride's dowry in Georgia, was only recently retranslated for the first time in 70 years.

The same goes for another Sufic classic, the *Tales of Bidpai*, a huge collection of Sanskrit fables almost two thousand years old that influenced Aesop and have coloured the folklore of every single Indo-European culture. The first of more than 20 English translations was effected by Sir Richard North in 1870, but it has not been available since 1888.

Val Biro, much loved for his *Gundrop* books, has turned to the country of his birth for his *Hungarian Folk-Tales*. He has got the

dict proper to monarchs. This advice

comes in the form of stories-within-stories; they are the tales that the clever jackals Kalla and Dimna tell to the lion, the king of the animals, a necklace of fables illustrating human strengths, follies and foibles. "Please remember," says Bidpai, "that here we are dealing with a type of medicine, and not a sweetener for your delectation."

Ramsay Wood has cast his selection (dressed out with a long introduction by Doris Lessing) in the form of a novel. Relishing the initial skirmishing between the sage and the king, he takes a long time to get things underway. And his prose is often sophisticated ("Your megalomania appears to be approaching clinical proportions.")

These factors militate against a child's audience for *Kalla and Dimna*, and this is a pity, for the fables themselves are vivid and rapid and often witty.

Jackals are at the forefront again in William Radice's translation of *Tunnur Bal* by Upendrakishore Raychaudhuri (1863-1915), the grandfather of the film director Satyajit Ray. In this brief, zesty, humorous and disarmingly simple

tales based on Bengali folk sources, the principal protagonists are the wily tailor-bird, the stupid tiger and his nephew, the cunning jackal. They are surrounded by a colourful and partly unfamiliar cast, a world of spiced catfish and mynah birds, fishing eagles and brain-fever birds, elephants, monkeys, frogs. All praise to William Radice for his lightness of touch in preserving that mixture of magic and matter-of-factness, and that economy so fundamental to the folk tradition, and a *namaste* to William Rushton for his sly and witty illustrations, often suggestive of Indian miniatures.

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Old Nick is a Gentleman. John Lawrence's wood engravings embellish his many tales in Sybil Marshall's Everyman's Book of English Folk Tales (TGS £8.95) published later this month. A review will appear soon in TGS

Stories that are by turns fantastic (including one about a castle that spins like a top balanced on a cocker's leg, and another about a castle that flies) and droll. His rollicky style, though, varies little from story to story, and is often an unhappy hybrid of the conventional and slangy ("... and if I don't speak the truth you can take me to the clink.")

He is no conjurer with atmospherics and, for all the richness of the material at his disposal, this is a rather poor addition to the generally dependable Oxford *Myths and Legends* series.

Sometimes laconic, sometimes tender and always economical, Ruzena Wood's 12 tales from Czechoslovakia make altogether more satisfying reading. One short anguished tale of how Holocock loses his water-sprite wife is reminiscent both of the North

Scottish story of "The Woman of the Sea" and the Carmarthen tale of "The Lady of the Lake", while the appearance of three fates at the cradle of a newly-born baby puts one in

mind both of Norse and Classical mythology; indeed, the collection as a whole reminds one of the homogeneity of the European folk tradition.

Ruzena Wood is content to let the inherent morality of these tales speak for themselves. We may be reading about kings and princesses, gardeners and woodcutters, the Firebird and the Kings of the Sun, Moon and Wind but, as ever, it is our own everyday hopes and longings and fears and strengths and weaknesses that are paraded before us. Kopytsa's pictures catch both the tenderness and the humour of the friendly collection that seems, above all, to celebrate human wit and resourcefulness. This strain is perfectly epitomised by the cobbler who denied an entrance to hell, because his way into heaven and his down to wife is reminiscent both of the North

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Travelling people

Gypsy Girl. By Olga Sinclair. Collins £3.95

This is a book which arose out of an effort by Collins to find authors who would write for children about minority groups. I cannot help but see this enterprise as containing just a distant hint of the gritty aftertaste of philistinism, a flavour which asserts itself quite commonly these days in the discussion surrounding children's books. What I possess here is not a reasoned opinion but a bone marrow sensation that this is not the way to produce memorable stories.

Still, perhaps what it does produce is just workmanlike and readable tales set in unfamiliar settings which deserve and need to be better known. *Gypsy*

Girl fits this bill exactly. It is little more than a documentary about life among the travelling people. The story elements — particularly the daring rescue at the end — are hardly necessary. Olga Sinclair knows much more about gypsies than I do, and her setting is well done and obviously authentic. I cannot help but feel, though, that life in those lay-by trailer parks may well be just a bit more marginal than she paints it to be in this regard more atmospheric than the text.

Let I seem childish, let me assert very firmly that any book like this is infinitely preferable to a social studies course book on the subject. It is suitable for children of 7 to 11.

Gerald Hight

Sins of the fathers . . .

Marion Glastonbury on teenage fiction

Your Friend, Rebecca. By Linda Hoy. Bodley Head £3.25. 0 370 30418 7.

The Writing on the Wall. By Lynne Reid Banks. Chatto and Windus £5.50. 0 7011 2588 3.

The Cylind War. By Betsy Byars. Bodley Head £3.50. 0 370 30426 8.

"And he shall turn the heart of the father to the children and the heart of the children to their fathers..."

Malachi's prophecy, with which Linda Hoy prefaces her first novel, seems unlikely to be fulfilled in our own era when, notoriously, nobody over 30 can be trusted, and our sons and daughters won't confide in us.

As the generation gap is reinforced by the market, and separatism prevails in clothes and entertainment, social analysis argue that the masks and rituals, codes and gestures of the young constitute a meaningful system which should be studied from within, like any other remote tribe or deceased order.

A similar effort to interpret withdrawn or wayward adolescents by adopting their outlook and recording their views is seen in the next tale of first person narratives which offer just the sorts of true confession and intimate self-disclosure which are rarely risked in families outside fiction. The trend was set three decades ago by J. P. Salinger, and the authors who here undertake to recreate the stream of teenage consciousness are all about the same age as Holden Caulfield would be now, having, according to their blurbs, a lot of lost well-grown children between them.

In Sheffield, 15-year-old Rebecca, gripped by the death of her mother and resentful of the domestic drama left to her by her

well-meaning but hard-drinking father, regains faith and hope through drama sessions with the one sympathetic teacher from a staff of porcine caricatures: Miss Hoggin, Miss Snortelotte, Mr Bacon and Gerlie Runt.

The pupils' improvisations are based upon *King Lear*, so Shakespeare supplies both the motif of reconciliation and a few lines at the beginning of each chapter to dignify and enrich the repetitive chat which is one of the drawbacks of the pseudobiographical mode. If your narrator is inarticulate and depressed, verisimilitude demands a corresponding style. As day succeeds desolate day, Rebecca uses self-mocking hyperbole to animate her account of how she feels: "like a paraplegic beetroot", "like a warthog's toe-nail", "tense as a tiger, wound up like a clockwork wobble". The ensuing mixture of piety and pep, sorrow and spoof, seeks to convey the tragicomic ambivalence of adolescent mood-swings. Instead, it produces the uneasy vacillation of a story that can't decide whether to take itself seriously or send itself up.

The ventriloquism of immaturity is practised to perfection by a playwright and former actress, in *The Writing on the Wall*. Sixteen-year-old Tracy from Acton explains how her attachment to Kevin leads to trouble with her Catholic family, strange encounters in sinister places, and an ill-fated trip to the Continent.

Suspense and surprise are hard to achieve when the ingenious storyteller must conceal the next twist of the plot and withhold the insights of ultimate disillusionment, while appearing to let everything hang out. Here, the final revelation, long foreshadowed, comes as an authentic shock, and there are other technical feats which transcend the usual limitations of the

genre. Far from being claustrophobically confined to the heroine's perceptions and personality, we meet a lively supporting cast of brothers, sisters, friends and enemies: English, Irish, Polish and Dutch. Besides sharing Tracy's psychic journey from naive rebellion to wise remorse, we get a complete tour of Holland with plenty of history and geography thrown in.

Tracy's return to the side of the angels, with a decent feller and affectionate parents, is the more impressive for the raw intensity, the gritty alienation, of the Skin she leaves behind. As a manipulative embodiment of blighted youth, Kev easily beats Pinkie in *Brighton Rock*.

By contrast with the generous bulk of Lynne Reid Banks, Betsy Byars is near a term used as a supercilious superlative by her American fifth-graders, Shy Simon and brother Tony have long been drawn together by the absence and loss of their respective fathers, but are now driven apart by rivalry for the friendship of the insouciant Cybil.

Despite the awful pun of the title, Cybil's bright ideas and positive role will delight readers who too often look in vain for vigorous, amusing, likeable girls in junior fiction. Sisterhood is certainly powerful in the Ackermann household; to Simon, gambling in from outside, it's like a commercial for living, an advertisement to show how zestful ordinary everyday life can be. Thanks to Cybil, drama lessons are even funnier here than in South Yorkshire.

I only hope that the romantically wistful expressions of the three protagonists on the cover will not deter teenage boys from sharing this rulefully witty rendering of the adolescent condition: "Fathers desert you, friends tell lies about you, teachers humiliate you — and they're supposed to be the good guys!"

criticism on the part of its author. Sturdier talents — Joy Chant, for instance — have produced original work in Tolkien's shadow and for his publisher, but Graham Dunstan Martin is but a faint echo of his master:

Nell Philip

Choppy seas of melodrama

The Islanders. By John Rowe Townsend. Oxford University Press £5.25. 0 19 271445 X.

The Guardian of Ials. By Monica Hughes. Hamilton £5.25. 0 241 105978.

Return to Earth. By H. M. Hoover. Methuen £4.95. 0 416 28810 X.

Calchfire. By Graham Dunstan Martin. George Allen and Unwin £4.95. 0 04 523184 3.

John Rowe Townsend has been progressively drawn from realism to science fiction; *The Islanders* is a curious, and to my mind successful, combination of the two. Set on a remote South Sea island, it tells of an isolated community descended from an eighteenth century British

audience and their Polynesian brides. They have developed a religion based on the puritan virtues but, derived from a warped notion of Marsat, helps a sixteen-year-old Samara overcome a sinister telligence cut which threatens to topple her from her post as ruler of the all-powerful Corporation. As blissfully unaware of political issues as Townsend is sensitive to them, Hoover shapes with him an ability to jolt the reader with the unexpectedness of human relationships; Galen and Samara's love is gently and convincingly drawn. A terse humour and fast-moving, lively prose keep the reader buoyant in the choppy seas of melodrama.

The fracture between science fiction and fantasy periodically narrows to a hair line and then gaps apart again. *Calchfire* is a fantasy for purists of the genre, who want no truck with nasty machines. The book — "from the publishers of *The Hobbit*" — from the press release, tells us — is "a Tolkien wizardry diluted through Alexander and Le Guin; the fact that its invented country is called Feydorn is a tellingly accurate, set of self-

actors: in its cadences lie the rhythms of a real community, and the traceries of real relationships. The strong feminist current may make readers stop and think; as may Molly's final realisation that "fancy don't own no sheep". Only Townsend's occasional decision to summarise rather than enact his story mars a fine tale.

Monica Hughes' space settlement in *The Guardian of Ials* has reverted to "the Primitive Agricultural Stage" and has rapidly succumbed to a taboo-ridden religion based on a liberally fostered misconceptions of its history. Indeed many of the same themes — including, rather weakly, the feminist one — reappear. But where Townsend's story grows from his characters, Monica Hughes' actors barely begin to be characters at all. They are as spiritless as their barren environment.

H. M. Hoover's *Return to Earth* is much less solemn; it is an enjoyable, unselfconscious adventure story in which Galen Innes, wise governor of Marsat, helps a sixteen-year-old Samara overcome a sinister telligence cut which threatens to topple her from her post as ruler of the all-powerful Corporation. As blissfully unaware of political issues as Townsend is sensitive to them, Hoover shapes with him an ability to jolt the reader with the unexpectedness of human relationships; Galen and Samara's love is gently and convincingly drawn. A terse humour and fast-moving, lively prose keep the reader buoyant in the choppy seas of melodrama.

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Anything you can do

Children as writers, award-winning entries from the 1980 W. H. Smith Children's Literary Competition.

I'm Trying to Tell You. By Bernard Ashley. Keats £3.75 07226 5725 0.

This is the twenty-second year of the Young Writers' Competition, and once again the advisory panel must have had a difficult task choosing the winning 63 published stories and poems from over 29,000 entries. As it is, the most ambitious child writers often signal themselves by an eagerness for accurate expression that can sometimes result in altogether too many adjectives and over-long, tortuous sentences ("The thick choking darkness swirled and tumbled" etc, etc). It would seem a shame always to penalise this very healthy type of literary over-exuberance, though, especially in comparison with more casually-written pieces which by their very artlessness can sometimes convey a freshness of vision quite irresistible in its honesty.

On this occasion, however, Sir Jack Longland and his six distinguished helpers seem to have gone for a mixture of both approaches, with one special award just going to a stunning poem from Ursula Kelly in Northern Ireland. Rowena Wade aged eight was another worthy award winner for her poem "Daddy Asleep" ("Like an old stretched blue caterpillar", and I would also have given another eight year old, Andrew Gannon, something extra for his poem, each verse of which ends on the same, compulsive line: "Release this Prisoner, Prisoner, Prisoner." (In fact, the ironing board shut up in the kitchen cupboard).

Nicholas Tucker.

The prose in this selection tends to be harder work however, but the numerous illustrations, also by children between five and 16 years old, are often excellent. Not a book to read through, perhaps, but certainly one to quote from — if only to stimulate more children to start writing for next year's competition to be launched this November (further details from W. H. Smith head office, or any local branch).

To turn from the genuine thing to a pastiche of children's writing by an experienced author like Bernard Ashley is like moving from an over-yeasty, home-brewed ale to the bland technical predictability of a brand-named beer. It is all much easier to imbibe at one sitting, but there is also a certain lack of chance excitement en route. In fact, *I'm Trying to Tell You* is not one of Mr Ashley's best works, and with just about half its 79 pages taken up with illustrations or blank pages between chapters, it would seem that inspiration in this particular case has become somewhat stretched. It concerns four personal accounts as if from children in one class of a primary school. The best is certainly "Lenny's red-letter day" where one Prakash Patel describes the sad adventures of a picked-on white class-mate, but the other stories, revolving around the more usual props of weddings or school journeys, will probably be forgotten as soon as read, which is to say very quickly. I quite liked "Sir's new car" though, and Lyn Jones' grainy drawings, with their occasional overtones of Mervyn Peake in his lighter moments, always add to the albeit rather slight drama otherwise found within these pages.

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Headship

CLOWNE SCHOOL

Applications are invited from suitably qualified men and women for this appointment tenable from 1 January 1982 or earlier if possible.

Clowne is an 11-18 mixed comprehensive school in the north east of the County. Estimated Maximum NOR 1981/82 - 1,000 Salary Group 10. Closing date 19 June 1981.

Application forms and particulars for the above post, (s.a.e. please) from the Director of Education, County Offices, Matlock.

TES059

DERBYSHIRE County Council

BOROUGH OF HARINGEY

THE SOMERSET SCHOOL (Group 10)
White Hart Lane,
Tottenham,
London N17 8HL.

Applications are invited for the post of

HEAD TEACHER

from 1 January 1982. This is a Voluntary Controlled Boys' School with a roll of some 700 pupils, including 80 in the sixth form, and a staff of 63 teachers. The school is presently on two sites, with both the Upper and the Lower School buildings being well-equipped. Salary Priority Allowance £201/£276. London Allowance (£769) payable. Removal Expenses - 100% allowed in approved cases. Forms of application, together with further particulars, (s.a.e. please), available from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green N22 4TY, to whom the forms should be returned, with a letter of application, by Monday, 22nd June 1981.

TES059

NORTH YORKSHIRE COUNTY COUNCIL HARROGATE GRAMMAR SCHOOL (GROUP 13)

Applications are invited from suitably qualified and experienced teachers for appointment as

HEAD

of this Co-educational Comprehensive School for pupils aged 11-18. The post falls vacant on the retirement of the present Headmaster and the appointment will take effect from the 1 January, 1982. The school has about 1,060 pupils on roll, of whom about 360 are in the sixth form.

Further details and application forms (to be returned by 22 June, 1981) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE.

TES060

DORSET Ferndown Upper School, Ferndown Group 12 - 1360 on roll Sixth Form 230

Required from 1st January, 1982 a

HEADTEACHER

for this co-educational comprehensive school - age range 13-18 years.

Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, BH2 6ER on receipt of s.a.e. Closing date 19th June 1981.

TES060

SECONDARY DEPT HEADS

continued

SUFFOLK

NEWMARKET UPPER SCHOOL
Banning Road, Newmarket.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, Newmarket Upper School, Banning Road, Newmarket, Suffolk CB8 7JH. Closing date 19th June 1981.

WILTSHIRE

COUNTY COUNCIL
BISHOPS Cleeve Comprehensive School, Bishops Cleeve, Wiltshire.
Number on roll: 850 mixed. Applications are invited from well-qualified teachers with successful experience in the post of DEPUTY HEAD in a full-time position. The vacancy arises through promotion to a headship. The post covers a wide range of responsibilities and the successful applicant must have a strong interest in and experience of curriculum development and a strong commitment to the school. Applications should be sent to the Headmaster, Bishops Cleeve Comprehensive School, Bishops Cleeve, Wiltshire. Closing date 19th June 1981.

Remedial Posts

Heads of Department

ENFIELD

LONDON BOROUGH OF ENFIELD
MILNERS' SCHOOL, Enfield.
A mixed comprehensive school with a roll of 1,200 pupils. The school is presently on two sites, with both the Upper and the Lower School buildings being well-equipped. Salary Priority Allowance £201/£276. London Allowance (£769) payable. Removal Expenses - 100% allowed in approved cases. Forms of application, together with further particulars, (s.a.e. please), available from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green N22 4TY, to whom the forms should be returned, with a letter of application, by Monday, 22nd June 1981.

HUMBERSIDE

EDUCATION COMMITTEE
CARNegie School, York.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, Carnegie School, York. Closing date 19th June 1981.

KENT

COUNTY COUNCIL
BISHOPS Cleeve Comprehensive School, Bishops Cleeve, Wiltshire.
Number on roll: 850 mixed. Applications are invited from well-qualified teachers with successful experience in the post of DEPUTY HEAD in a full-time position. The vacancy arises through promotion to a headship. The post covers a wide range of responsibilities and the successful applicant must have a strong interest in and experience of curriculum development and a strong commitment to the school. Applications should be sent to the Headmaster, Bishops Cleeve Comprehensive School, Bishops Cleeve, Wiltshire. Closing date 19th June 1981.

NORTHAMPTONSHIRE

DAVENTRY SCHOOL
Northampton.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, Daventry School, Northampton. Closing date 19th June 1981.

Other Posts on Scale 2 and above

WALSALL

METROPOLITAN BOROUGH OF WALSALL
BISHOPS Cleeve Comprehensive School, Bishops Cleeve, Wiltshire.
Number on roll: 850 mixed. Applications are invited from well-qualified teachers with successful experience in the post of DEPUTY HEAD in a full-time position. The vacancy arises through promotion to a headship. The post covers a wide range of responsibilities and the successful applicant must have a strong interest in and experience of curriculum development and a strong commitment to the school. Applications should be sent to the Headmaster, Bishops Cleeve Comprehensive School, Bishops Cleeve, Wiltshire. Closing date 19th June 1981.

SHROPSHIRE

THE CORBET SCHOOL
Shrewsbury.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, The Corbet School, Shrewsbury. Closing date 19th June 1981.

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
BISHOPS Cleeve Comprehensive School, Bishops Cleeve, Wiltshire.
Number on roll: 850 mixed. Applications are invited from well-qualified teachers with successful experience in the post of DEPUTY HEAD in a full-time position. The vacancy arises through promotion to a headship. The post covers a wide range of responsibilities and the successful applicant must have a strong interest in and experience of curriculum development and a strong commitment to the school. Applications should be sent to the Headmaster, Bishops Cleeve Comprehensive School, Bishops Cleeve, Wiltshire. Closing date 19th June 1981.

WEST SUSSEX

SOUTHERN AREA
BISHOPS Cleeve Comprehensive School, Bishops Cleeve, Wiltshire.
Number on roll: 850 mixed. Applications are invited from well-qualified teachers with successful experience in the post of DEPUTY HEAD in a full-time position. The vacancy arises through promotion to a headship. The post covers a wide range of responsibilities and the successful applicant must have a strong interest in and experience of curriculum development and a strong commitment to the school. Applications should be sent to the Headmaster, Bishops Cleeve Comprehensive School, Bishops Cleeve, Wiltshire. Closing date 19th June 1981.

WALTHAM FOREST

NORTHAMPTONSHIRE
BISHOPS Cleeve Comprehensive School, Bishops Cleeve, Wiltshire.
Number on roll: 850 mixed. Applications are invited from well-qualified teachers with successful experience in the post of DEPUTY HEAD in a full-time position. The vacancy arises through promotion to a headship. The post covers a wide range of responsibilities and the successful applicant must have a strong interest in and experience of curriculum development and a strong commitment to the school. Applications should be sent to the Headmaster, Bishops Cleeve Comprehensive School, Bishops Cleeve, Wiltshire. Closing date 19th June 1981.

TES060

BOROUGH OF HARINGEY

ST. IGNATIUS (R.C.) JM & I SCHOOL
High Road, N16 6ND.

HEAD TEACHER

of a well-established Group 6 School required for September, 1981.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher. The Governors are seeking to appoint a practising Roman Catholic. Previous applicants need not re-apply as their applications will be automatically be re-considered. London Allowance £769 payable. Removal expenses - 100% allowed in approved cases. Application forms (s.a.e.) obtainable from the Chief Education Officer, Education Offices, 48/52, Station Road, Wood Green, London N22 4TY to be returned to the Rev. I. Tomlinson, 27 High Road, N16 by 19th June 1981.

TES06

Leicestershire LOUGHBOROUGH WOODBROOK VALE (NEW) HIGH SCHOOL (A LEICESTERSHIRE PLAN 11-14 HIGH SCHOOL)

HEADSHIP GROUP 7 (PROVISIONAL)

Head required January for this interesting new co-educational 11-14 high school which will open in August 1982 (estimated N.O.R. on opening 200 rising to its present capacity of 630 in due course). This is a challenging post offering excellent opportunities for someone with enthusiasm, ideas and imagination, experience in curriculum development and a concern for the educational needs of individual children.

Details on request (S.A.E.). Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 24th June.

TES06

Education Department

WEST PARK R.C. COMPREHENSIVE HIGH SCHOOL FOR BOYS

(Voluntary Aided 11-18 years; 738 on roll, 208 in Sixth Form). Alder Hey Road, St. Helens, Merseyside.

DEPUTY HEAD (Group 11)

Required for January, 1982, or sooner if possible. Owing to the retirement of the previous holder of the post, applications are invited for the post of Deputy Head of the above school. The successful candidate will be a member of the Senior Management and Policy-Making Team, and is expected that he/she will assume major responsibility for curriculum planning. Other duties will be arranged, as far as possible, according to the experience and qualifications for the person appointed.

Further details and application forms are available from the Headmaster to whom completed application forms should be returned.

Helens METROPOLITAN BOROUGH

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for January 1st 1982
Chapel End High School
Roberts Road, Walthamstow
London E17 4LS
Head Teacher: Mr. E. W. Browne

Deputy Head Teacher Group 8

Salary: £9,762-£10,842 plus Allowance and London Addition required in this mixed Comprehensive School for pupils aged 11/14 years (487 on roll). Main requirement is the ability to become involved in the overall school situation and to undertake without notice the handling of situations which will require experience, tact, and major qualities of leadership. Vacancy has arisen due to retirement.

Application form and further details available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 8QJ. Closing date: 19th June, 1981.

TES061

Waltham Forest

By Subject Classification Art and Design Heads of Department

LONDON BOROUGH OF BROMLEY

PAULINIA SCHOOL
Bromley.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, Paulinia School, Bromley. Closing date 19th June 1981.

BEDFORDSHIRE

VAUGHAN SCHOOL
Bedford.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, Vaughan School, Bedford. Closing date 19th June 1981.

BIRMINGHAM

ST. IGNATIUS (R.C.) JM & I SCHOOL
High Road, N16 6ND.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, St. Ignatius (R.C.) JM & I School, High Road, N16 6ND. Closing date 19th June 1981.

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TES061

CAMBRIDGESHIRE

SAWSTON VILLAGE COLLEGE
Sawston.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, Sawston Village College, Sawston. Closing date 19th June 1981.

DEVON

QUEEN ELIZABETH'S SCHOOL
Exeter.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, Queen Elizabeth's School, Exeter. Closing date 19th June 1981.

DORSET

QUEEN ELIZABETH'S SCHOOL
Exeter.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, Queen Elizabeth's School, Exeter. Closing date 19th June 1981.

DUDLEY

THE GRANGE SCHOOL
Dudley.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, The Grange School, Dudley. Closing date 19th June 1981.

EAST SUSSEX

COUNTY COUNCIL
BRIGHTON.
Required for September 1981, a SENIOR MASTER/MISTRESS to be the second deputy head of a Group 13 mixed comprehensive school. The school has a well established mixed comprehensive school with a roll of 1,200 pupils. The post is a full-time position with a salary of £10,000 per annum. Applications should be sent to the Headmaster, County Council, Brighton. Closing date 19th June 1981.

ENFIELD

LONDON BOROUGH OF ENFIELD
MILNERS' SCHOOL, Enfield.
A mixed comprehensive school with a roll of 1,200 pupils. The school is presently on two sites, with both the Upper and the Lower School buildings being well-equipped. Salary Priority Allowance £201/£276. London Allowance (£769) payable. Removal Expenses - 100% allowed in approved cases. Forms of application, together with further particulars, (s.a.e. please), available from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green N22 4TY, to whom the forms should be returned, with a letter of application, by Monday, 22nd June 1981.

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5

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASSESSMENT DIVISION
THE NORTH SCHOOL FOR BOYS
(Roll 866)
Eselien Road, Ashford, Kent.
Teacher of Science required September 1981 in the Lower School - data held comprehensive unit of 4 boys of first and second year at Stage 2 available for suitable applications.

Applications by letter naming the referees to the Headmaster, 1185
97-53

RICHMOND UPON THAMES
LONDON BOROUGH OF

TEDDINGTON SCHOOL
 118 - 16 Comenian Avenue, 840
 Boys
 Brown Road, Teddington,
 Middlesex TW11 1LH

Required for September
 1981. Teacher of Science to take
 Integrated Science in the Junior
 years and Biological experiments
 Help available for experience teachers

The school has 4 laboratories
 excellent facilities and a well
 established Biology 'C' level
 course. The

The school, with its attractive main

AVON COUNTY
HENGROVE SCHOOL
Parkerton Gardens, Bristol BS1
98U
(For ad copy contact 11 11 11)

of BIOLOGY for
Mode 3 C.B.E.
courses, with 1

some 100 level work. An interesting
feature is the interest in science in
1 and 2 and more General Sci-
ence ability pupils in Year 5.
Is an extra recommendation.
Closing date 15th June 1988.
Apply immediately to the
master giving two referees and
a covering c.v. (07458) 07

AVON COUNTY
MARLOWOOD SCHOOL
Villages Lane, Alveston,
Bristol, BS15 3LA
The County (including
vol. (firefighters) and Nuffield
Schools) (Nuffield) (Nuffield)
September 1981 in conducting
- 18 comprehensive school, 105
- 18 comprehensive school, 105
of Alvestonbury motorway in
roll back building 2 miles
able qualification/experience
will be considered.
Applications with full details
and two referees should be in
envelope marked as soon as
(07458) 07

LONDON BOROUGH OF
FINCHLEY, CATHOLIC
SCHOOL.

Woodside Lane, Finchley, N12.
01-445 0105
Y.A. Boys' Comprehensive, Ro
1019, Sixth Form 175.
Replied: 12 September
BIOLOGIST. Part time (3
graduate teacher for biological
sciences to O-and A-level. App
ment will be well suited to a
recently qualified biologist inter
est working in an established
well-equipped department. Scal
Working sessions, subject to n
tation with the Headmaster.
Application form and further
info from Headmaster. 670
(19897)

SOUTHERN AREA
LEALANDS HIGH

Sundon Park Road, Luton, Beds.
Headmaster: Mr. R. Ellis, D.A.
Required for September 1st
teacher of Physics Science. In
mixed Comprehensive High School
of 600 boys and 160 girls. The
school was new during the 1960s
and the school is situated on
northern outskirts of the town.
Council accommodation may
be available in certain cases.
Application Forms are available
from and returnable to the Head-
master at the school.
When sending for application
forms please give details of
your own, and the names of
references. JAT/DA 010

Trial	Control (n=10)	MCI (n=10)	AD (n=10)
1	95	85	75
2	95	85	75
3	95	80	70
4	95	75	65
5	95	75	65

Science

m and to be retired
y 15th June. Ple

Education

the 1990s, the number of people in the world who are illiterate has increased from 1.2 billion to 1.5 billion. The number of illiterate people in the world is projected to reach 1.7 billion by the year 2015. The number of illiterate people in the world is projected to reach 1.7 billion by the year 2015.

North-Eastern Education and Library Board

Applications are invited for the following teaching post from 1st September, 1981:-

BALLYMENA TECHNICAL COLLEGE, Ballymena BT43 7BN, Co. Antrim, N. Ireland (Tel: 0268-2671)

Lecturer I in Hairdressing

Applicants should possess the Advanced Hairdressing Certificate of the City and Guilds of London Institute and have first class trade experience. Qualifications in Gents Hairdressing and/or Wigmaking an advantage. Salary Scale - £5,034-£8,658. Further details and application forms are obtainable, on receipt of a stamped addressed envelope, from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182, Galloway Road, Ballymena, BT42 1HN, Co. Antrim, N. Ireland (Tel: 0268-3333) and must be returned *not later than* 5.00 p.m. on Thursday 18th June, 1981. Candidates in any form will be disqualified, but applicants are advised to contact the Principal, if possible, to discuss duties etc.

TEK183

CAMBRIDGE COLLEGE OF FURTHER EDUCATION

Applications are invited for the following temporary vacancies for the period 1st September 1981 - 31st August 1982:

Temporary Lecturers I Shorthand/Typewriting

to teach on TOPS Clerk/Typists and full time secretarial courses.

Office Skills

to teach typing, bookkeeping and office practice to full time Office Studies and BEC General Diploma Courses.

Mechanical/Electrical Craft

to teach primarily on City and Guilds Craft Studies Courses Series 200.

Physical/Engineering Science

to teach in any of the following GCE 'O' level subject areas: Engineering Science, Physics or Electricity and Electronics

Engineering Drawing and Workshop Technology and/or Practice

to teach Craft and first year Technician students on City and Guilds and GCE programmes.

General Science

to teach General Science and/or Chemistry at GCE 'O' level.

Sociology

to teach Sociology to GCE 'O' level and Pre Nursing Courses.

Lecturer I salary scale £5,034-£8,658 p.a.

Further details and application forms can be obtained from the Principal, Cambridge College of Further Education, Young Street, Cambridge CB1 2NA. Please enclose a stamped addressed envelope. Closing date for all applications is June 17th 1981.

TEK180

Cheshire

MID-CHESHIRE COLLEGE OF FURTHER EDUCATION, HARTFORD CAMPUS, NORTHWICH, CHESHIRE, CW8 1LJ

HEAD OF CHESHIRE SCHOOL OF ART AND DESIGN

Salary Grade - Head of Department Grade IV

The Authority is seeking to appoint a person with the experience and qualifications:

- to maintain high standards or work throughout the range of courses which include Foundation, Pre-Vocational, Technical Graphics, Photography, Commercial Design, Teachers' Workshops and Non-Vocational courses.
- to develop the School's role as the County Centre for vocational courses.
- to relate the work of the School to the needs of Schools, Institutions of Higher Education, Industry, Commerce and the Community.
- to administer the School effectively.

It is likely that the successful applicant will hold high academic qualifications, probably including teacher training, and will have held a post of responsibility in Further or Higher Education.

Further particulars and application forms are available from the Principal, to whom completed forms should be returned by 18th June 1981.

TEK182

COLLEGES OF FURTHER EDUCATION

STUDIES

BRENT

LONDON BOROUGH OF BROMLEY POLYTECHNIC, BROMLEY, LONDON SE16 6JH. Applications are invited for the following teaching posts from 1st September 1981:-

LECTURER I IN MATHEMATICS (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76

LECTURER I IN COMPUTER SCIENCE (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76

LECTURER I IN SOCIAL AND LIFE SCIENCES AND BASIC MATHEMATICS (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76

LECTURER I IN BUSINESS STUDIES (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76

LECTURER I IN HUMAN BIOLOGY (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76

LECTURER I IN FOOD PREPARATION (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76

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(All assume that the vacancy has been filled.)

DEPARTMENT OF BUSINESS STUDIES

STUDIES

BRENT

LONDON BOROUGH OF BROMLEY POLYTECHNIC, BROMLEY, LONDON SE16 6JH. Applications are invited for the following teaching posts from 1st September 1981:-

LECTURER I IN MATHEMATICS (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76 (Temporary) - Ref. CPW/76

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(All assume that the vacancy has been filled.)

DEPARTMENT OF BUSINESS STUDIES

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BRENT

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(All assume that the vacancy has been filled.)

DEPARTMENT OF BUSINESS STUDIES

STUDIES

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LONDON BOROUGH OF BROMLEY POLYTECHNIC, BROMLEY, LONDON SE16 6JH. Applications are invited for the following teaching posts from 1st September 1981:-

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ADMINISTRATION

WAKEFIELD DISTRICT COUNCIL
TEMPORARY CAREERS
 AP 3/4 £5500
 Temporary appointments in the Council's various departments are available. The Council is seeking individuals who are enthusiastic, motivated and have the necessary skills to undertake the duties of the posts. Applications should be sent to the Personnel Officer, Wakefield District Council, 100, The Arcade, Wakefield, Wetherby, West Yorkshire WF1 1JH. Closing date 15th June 1981.

General

WEST GLOUCESTERSHIRE COLLEGE OF EDUCATION
 College Road, Cinderford, Glos.
 Tel: Dean 32191

Application forms for the post of Chief Executive, Grade AP4, £28,037 p.a. are available from the Principal, 15, St. Paul's, Gloucester, GL1 2AA. Closing date 15th June 1981.

Educational Psychologists

EDUCATION DEPARTMENT

Educational Psychologist
Temporary

A fully qualified Educational Psychologist is required to complete a team of 5 Educational Psychologists during a period of secondment in connection with a D.E.S. funded research project. It is anticipated that the temporary post will be filled by June 1982. The successful candidate will be responsible for the day-to-day running of the project, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Barking & Dagenham
LONDON BOROUGHInner London Education Authority
Schools Psychological ServiceEducational Psychologist
(Grade B)

Salary range £12,105-£13,308 plus £2601 London weighting allowance
 Regional Assessment Centre for Girls
 Spurwells Terrace, Hackney, E.8.

The London Borough of Hackney will shortly open a purpose built centre offering regional assessment and secure provision for girls and severely retarding North East London. The centre will accommodate 20 girls aged 14-17 years. The post of Educational Psychologist at the centre is now to be filled and offers an opportunity to be involved in the planning and evaluation of a new service. The successful candidate will be responsible for the day-to-day running of the centre, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Child Care

LEICESTERSHIRE
CHILD & FAMILY WELFARE SERVICE

RESIDENTIAL CHILD CARE OFFICERS
 The Leicestershire Child & Family Welfare Service is seeking two experienced Residential Child Care Officers to work in a friendly team with up to 40 boys & girls with social and educational difficulties who attend local schools. The successful candidates should have a minimum of 3 years' experience in residential child care. Applications should be sent to the Personnel Officer, Leicestershire Child & Family Welfare Service, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

Examiners

HARROGATE
VACANCIES

Chief Examiner required for the post of Chief Examiner for Joint 14+7 FRENCH ORAL. The successful candidate will be responsible for the day-to-day running of the project, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Preference will be given to applicants who reside in the North of England.

Application forms and further details (on receipt of s.a.s.) are available from the Principal, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

KENT

THE SOUTH-EAST REGIONAL EDUCATION BOARD
 for the Certificate of Secondary Education

RE-ADVERTISEMENT
CHIEF EXAMINERS, 1983
CHILD DEVELOPMENT AND PSYCHOLOGY

Applications are invited from teachers with appropriate qualifications and not less than 10 years' experience of the above subjects. The Chief Examiners will assume duties in 1983 and as Examiners for the 1983 papers. Applications should be sent to the Personnel Officer, Kent Regional Education Board, 24 Mount Ephraim Road, Royal Tunbridge Wells, Kent, TN11 1LQ, to whom completed applications should be sent at once but not later than 15th June 1981. Salary: £31,800 p.a.

LONDON

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the post of MODERATOR PHYSICS. The successful candidate will be responsible for the day-to-day running of the project, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Application forms and further details (on receipt of s.a.s.) are available from the Principal, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

Librarians

LINCOLNSHIRE

BOSTON COLLEGE OF FURTHER EDUCATION
 Temporary Assistant Tutor-Librarian. The successful candidate will be responsible for the day-to-day running of the project, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Application forms and further details (on receipt of s.a.s.) are available from the Principal, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

Miscellaneous

ESSEX

OLYMPIAN SCHOOL OF SPORT
 at Canterbury and Warwick

Residential sports staff required with coaching and teaching experience in one or more of the following: basketball, football, tennis, badminton, table tennis, swimming, canoeing, rowing, sailing, horse riding, etc. Applications should be sent to the Personnel Officer, Olympian School of Sport, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

Application forms and further details (on receipt of s.a.s.) are available from the Principal, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

BRADFORD

CITY OF BRADFORD DISTRICT COUNCIL

EXETER UPPER SCHOOL
 Teacher (Grade 1) to replace a retiring teacher. The successful candidate will be responsible for the day-to-day running of the project, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Application forms and further details (on receipt of s.a.s.) are available from the Principal, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

DEVON

Devon - please see displayed advertisement on page 43 (1850) 301-80

Education

Senior Educational Psychologist

School Psychological Service
 £12,540-£13,850 p.a.
 (Soulbury - Headteacher Group B)

The person appointed (male or female) will be based at County Hall and seconded to the Social Services Department to work in the four Observation and Assessment Centres but especially at the Antismile Centre, Stepford, North, where a new secure Unit opens in September 1981.

An essential care user allowance is payable. Relocation expenses will be granted in appropriate cases. Informal enquiries may be made either to Mr. J. Grover, Principal Educational Psychologist or Mr. S. Wolsz, Senior Professional Officer (Child Care) at Nottingham (0602) 663368 ext 3636/4074.

Application forms and further particulars are available from the Director of Education (ADM/7) at County Hall, Nottingham. Closing date 18 June 1981.

Nottingham City Council
 Social Services Department
 Nottingham, Notts.

Nottingham City Council
 Social Services Department
 Nottingham, Notts.

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 Social Services Department
 Nottingham, Notts.

Nottingham City Council
 Social Services Department
 Nottingham, Notts.

JOB OPPORTUNITIES

With many companies, radio stations, music managers etc. experienced musicians are sought for part-time, full-time, and occasional work. Also, British Music Index, 75, Tottenham Court Road, London W1P 0LP. Tel: 01-477 0000. Fax: 01-477 0001. E-mail: BMID@COMPANET.COM

LONDON S.E. 18

THE GREENWICH YOUNG MUSICIANS
 200014 THEATRE
 Burgess Road, London S.E. 18
 This company provides a professional training in music for young people. The company is seeking a full-time member with proven musical skills to contribute to the range of activities.

We are seeking a full-time member with proven musical skills to contribute to the range of activities. The company is seeking a full-time member with proven musical skills to contribute to the range of activities.

Apply by letter, giving personal details, age, and address to the Director at the above address. Closing date 15th June 1981. (07540)301-80

SCHOOLS COUNCIL PROJECT

Language Development Through the Curriculum
 In the Multilingual Classroom

PROJECT ASSISTANT

The Schools Council is funding this two-year project from January 1982, to examine how children's use of English can be developed through all areas of the curriculum in the multi-lingual classroom.

Applications are invited for the post of project assistant to work with the project leader in collaboration with teachers from various parts of the country. S/he will need to have substantial classroom experience and some of the following: particular strengths in one or more curriculum areas, experience in development work within the multi-cultural curriculum, experience of leading teachers' groups.

The project will be based at the London Institute of Education. It is hoped that secondment can be arranged. Alternatively the salary will be £6,000 p.a. with London allowance (£1,000). Application forms and further information may be obtained from Mrs. A. Stewart, Schools Council, 160 Great Portland Street, London W1N 6LL. Telephone 01-593 0352 Ex. 428. The closing date for applications is 3rd July 1981.

This is a second advertisement and all previous applications will be reconsidered.

NEWHAM

LONDON BOROUGH OF NEWHAM

LANGUAGE READING CENTRE
 Required as soon as possible. The successful candidate will be responsible for the day-to-day running of the project, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Application forms and further details (on receipt of s.a.s.) are available from the Principal, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

NORWICH

Norwich-based Japanese Buddhist Organisation
 requires a teacher of Japanese language and culture. The successful candidate will be responsible for the day-to-day running of the project, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Application forms and further details (on receipt of s.a.s.) are available from the Principal, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

OXFORD

ST. ALDATE SECRETARIAL COLLEGE

Teacher of Pitman's shorthand, typewriting and secretarial shorthand. The successful candidate will be responsible for the day-to-day running of the project, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Application forms and further details (on receipt of s.a.s.) are available from the Principal, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

UNESCO

Help promote international understanding and peace. The successful candidate will be responsible for the day-to-day running of the project, which involves a variety of professional training. The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 5 Educational Psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 0-19 age range. The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service which is increasingly moving towards systems oriented interventions. Salary: In the range of £8,367 to £13,569 (including London Addition). Closing date: 18th June, 1981 to take up appointment as soon as possible thereafter. Potential applicants are encouraged to contact: Mr. B. Daily, Acting Principal Educational Psychologist, Sandbrook House, 22 Shilton Close, Dagenham, Essex, RM8 3QR. Tel: 01-822 6281 from whom further particulars and application forms can be obtained.

Application forms and further details (on receipt of s.a.s.) are available from the Principal, 15, St. Paul's, Leicester, LE1 2AA. Closing date 15th June 1981.

MUSICIAN

REQUIRED FOR FULLTIME APPOINTMENT WITH THE METHODIST ASSOCIATION OF YOUTH CLUBS

Applicants should have a wide knowledge of music, abilities in working with young people and be willing to undertake a three year contract. Closing date for applications - Monday 22nd June.

Details of requirements and responsibilities available from Mr. Brian J. Sharp, Methodist Church Division of Education & Youth, 2 Chester House, Pages Lane, Muswell Hill, London N10 1PR. Tel: 01-444 9848.

Methodist Church Division of Education & Youth, 2 Chester House, Pages Lane, Muswell Hill, London N10 1PR. Tel: 01-444 9848.

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Methodist Church Division of Education & Youth, 2 Chester House, Pages Lane, Muswell Hill, London N10 1PR. Tel: 01-444 9848.

ilea Inner London Education Authority
ACCOMPANISTS

are required for:
 Ballet - Dancing (Ballroom, Latin American, Modern and Old Time) - Drama Subjects - Music Subjects - Physical Education Subjects.

Part-time hourly paid accompanists required for these subjects in adult education institutes, recreational institutes and youth centres throughout Inner London. Classes usually of two hours duration (day or evening); rate of pay in Sept. 81, £6.38 per hour.

If you are interested complete the coupon below.

To the Education Officer (CEC-5), The County Hall, SE1 7PB. Please send me further information about accompanists in Further Education establishments.

Name: _____
 Address: _____
 I am interested in: _____

(subjects from the above list only)

TS50001

SCHOOLS COUNCIL PROJECT

Language Development Through the Curriculum
 In the Multilingual Classroom

PROJECT ASSISTANT

The Schools Council is funding this two-year project from January 1982, to examine how children's use of English can be developed through all areas of the curriculum in the multi-lingual classroom.

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The project will be based at the London Institute of Education. It is hoped that secondment can be arranged. Alternatively the salary will be £6,000 p.a. with London allowance (£1,000). Application forms and further information may be obtained from Mrs. A. Stewart, Schools Council, 160 Great Portland Street, London W1N 6LL. Telephone 01-593 0352 Ex. 428. The closing date for applications is 3rd July 1981.

This is a second advertisement and all previous applications will be reconsidered.

Sports Hall Manager (Sidmouth)

Salary Scale £5268-£5901 pa

The centre comprises a single court hall plus two squash courts and an auxiliary facilities. Duties include the control and promotion of the sports facilities, encouraging the development of coaching courses, and establishing a balanced relationship between school and community use of the hall. Applicants should preferably be experienced in Sports Hall management and the provision of indoor sporting facilities. Coaching qualifications would be an advantage. There will be a requirement for working irregular hours for which 10% or more of the salary will be paid and an opportunity for additional sports coaching for the Sidmouth Community College for which appropriate payment will be made. Disturbance allowance up to £500 payable in appropriate cases together with 100% removal expenses and a separation allowance of £15 p.a.

Application forms and job descriptions from Personnel Officer, County Council, Sidmouth, Devon, TA25 6LH. Tel: 01392 60111. Closing date 15th June 1981.

TS50001

EAST DEVON DISTRICT COUNCIL

Application forms and job descriptions from Personnel Officer, County Council, Sidmouth, Devon, TA25 6LH. Tel: 01392 60111. Closing date 15th June 1981.

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ilea Inner London Education Authority
CAN YOU TEACH THESE SUBJECTS?

Physical Education
 Badminton - Basketball - Boxing - Dancing (Ballroom and Latin American) - Dancing (Old Time and Modern Sequence) - Fencing - Hatha Yoga - Judo - Karate - Keep Fit (Day Classes) - Sub-Aqua Swimming - Weightlifting

Food and Related Subjects
 Bakery - Fashion - Embroidery, Weaving and other textile crafts, Needlework - Soft Furnishing - Upholstery

Technical Subjects
 Motor Vehicle Maintenance - Motor Cycle and Scooter Maintenance - Radio and T.V. Maintenance - Electronics - Woodwork

Food and Related Subjects
 General Cookery - International Cookery - Wine Appreciation - Wine Making

Language (Mother Tongue and Foreign Tongue)
 Urdu - Hindi - Punjabi - Gujarati - Minority Languages (e.g. Greek, Turkish, Portuguese)

Other Subjects
 Juggling - Band Orchestra - Horticulture

There are likely to be vacancies for part-time hourly paid teachers of the above subjects in adult education and evening classes throughout Inner London. Classes usually of two hours duration (day or evening); rate of pay in Sept. 81, £7.60 per hour.

If you are interested complete the coupon below.

To the Education Officer (CEC-5), The County Hall, SE1 7PB. Please send me further information about teaching in Further Education establishments.

Name: _____
 Address: _____
 I am interested in: _____

(subjects from the above list only)

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